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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - C2 - 0745 TULSA  
MET./LOMBARD

Project Period: 7/1/2019 - 6/30/2020

Cycle: Amendment 2

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## Nine Essential Elements (9EE) Needs Assessment Prioritization

**INSTRUCTIONS:** Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<b>Academic Performance - Elements 1,2,3</b>	OEE 1: Curriculum (1.5: Continuing education, including postsecondary education, life, and career options, 1.7: Common academic core, as identified by OAS)OEE 3: Instruction (3.5: Use of technology)	OEE 2: Classroom Evaluation/Assessment - 2.1:Multiple classroom assessments, 2.4: test scores are used to identify gapsOEE 3: Instruction - 3.2: Alignment of instructional strategies and learning activities, 3.6 sufficient
<b>Learning Environment - Elements 4,5,6</b>	4.10 Tulsa Met has a rich history of student displays and presentations of learning projects.	6.12 We will use regular classroom evaluations with follow-up coaching and supports5:1 is an area all stakeholders believe needs improvement. With families and communities as active partners, we understand that students will have better school attendance and greater academic success.
<b>Collaborative Leadership - Elements 7,8,9</b>	7.4 The leadership team disaggregates data and communicates the information to the school staff.	8.5 Vertical and horizontal team planning is challenging for us due to the limited staff size.

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## Mission/Vision Statements

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**INSTRUCTIONS:** Revisit on the site's current Mission and Vision statements. Develop new statements or modify the current statements to align with the site's goals for continuous improvement. Enter the Site's Mission and Vision statements.

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Continuous Improvement Mission Statement(370 of 1000 maximum characters used)

Tulsa MET teachers will continue meeting the Social Emotional Learning needs of students; providing a strong academic foundation for students to be prepared for life after high school. Additionally, teachers will begin to intentionally focus data to drive academic rigor in every classroom, as we move towards growth and proficiency in MAP, OSTP, and Panorama data sets.

Continuous Improvement Vision Statement (397 of 1000 maximum characters used)

In year one, Tulsa MET will show growth in Student-Teacher and Teacher-Leader Panorama SEL data points, as well as showing growth in MAP growth scores across the school year. In year two, Tulsa MET will begin to demonstrate proficiency in MAP Math/Reading scores. In year three Tulsa MET will demonstrate growth in MAP scores, begin demonstrating proficiency in OSTP, and Panorama SEL data points.

## SMART Goals

**INSTRUCTIONS:** Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achievable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. \*Priority 3 is REQUIRED if applying for the competitive grant\*

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**FY20 Priority 1:** SMART Goal (60 of 250 maximum characters used)

Student Attendance will increase to 87% by end of year 2020.

Pillar and Element

LE - Student, Family & Community Support

Target Date

5/30/2020

**FY20 Priority 2:** SMART Goal (63 of 250 maximum characters used)

Reading scores will show a 15% growth on the Spring 2020 MAP.

Pillar and Element

AP - Instruction\*

Target Date

5/30/2020

**FY20 Priority 3 (Competitive):** SMART Goal (60 of 250 maximum characters used)

Math scores will show a 30% growth on the Spring 2020 MAP.

Pillar and Element

AP - Instruction\*

Target Date

5/30/2020



**Plan Narrative Rubric**

**INSTRUCTIONS:** Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable.
<b>Evidence Based Interventions (EBI)</b>	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
<b>Progress Monitoring</b>	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
<b>District Involvement</b>	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
<b>Professional Learning Communities (PLC)</b>	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

<b>Professional Development</b>	has selected appropriate, quality PD opportunities that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).	Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).	Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.
<b>Rigorous Review Process</b> <i>(Provide information only if using an external partner.)</i>	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.	The Rigorous Review Process has not been addressed.
<b>Operational Flexibility</b> <i>(Provide information only if the site identifies barriers.)</i>	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.	Operational flexibility have not been addressed.

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## Plan Narrative

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**INSTRUCTIONS:** Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

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(7159 of 8000 maximum characters used)

**OVERVIEW:** We considered a variety of data points when creating our schoolwide plan, including Oklahoma's 9EE surveys for students, teachers, administrators, and families, and our Data Dashboard which provides information on MAP scores, attendance and behavior. The purchase of Whetstone will support us in coaching teachers and supporting effective instructional strategies for meeting OAS. Our first SMART goals are around reading and math. Each grade level of Tulsa MET High School students will demonstrate an average of 15% growth in reading and 30% growth in math. Admin will ensure that MAP testing will occur early during each testing window, so that unforeseen circumstances do not keep us from testing at all (such as the Spring MAP testing session in Math and Reading). Tulsa MET High School is partnering with Oklahoma Public School Resource Center (OPSRC) to bring professional development to the entire faculty centered on small group instruction determined by data to support our least reached student populations. All students will participate in Reading Plus weekly during advisory, with identified students receiving additional regular supports. School Improvement funds allow us to provide a part-time reading interventionist to provide more intensive supports during a reading lab. School Improvement funds will be used to purchase technology needed for the reading lab. A Reading Plus representative will provide implementation training, and will follow up throughout the year to assist in analyzing data and support as needed. We are using School Improvement funds to provide a part-time interventionist in both reading and in math. Funds will also be used to provide intersession and summer school for students both for remediation purposes and to help them with credit recovery on the SUMMIT platform. Our third SMART goal is around attendance. By May 2020 Tulsa MET High School attendance will increase to 87%. The administration, front office staff, parent facilitator, and social service specialist will contact families of absent students on a daily basis. We are able to purchase a part-time parent facilitator with School Improvement funds. The parent facilitator will assist us in increasing meaningful parent/family engagement, especially for our least reached students. Quarterly and/or monthly parent/family forums will provide spaces for parents to inquire about the progress of their students academic success. These forums will include FAFSA, credits needed to matriculate/graduate, Summit learning, and a host of other topics. Schoolwide attendance challenges will be posted, with donated incentives. Senior Institute advisors will stress the importance of interns reporting their attendance at their location on Tuesdays and Thursdays and will contact families each time an intern does not report their absence. Additionally, the admin and internship coordinator will hold bi-weekly conversations with the interns to remind them of the lifelong importance of accountability and responsibility. For the rest of the students the front office, parent facilitator, and advisors will make contact when students do not attend school. Students that miss three days in a row, will get a home visit from admin and the parent facilitator and be encouraged, as well be provided any needed information/resources to assist their student in attending school. The attendance team will meet bi-weekly and focus on students that have missed two or more days in a ten day period. The attendance team will make calls, send letters, make home visits, hold family conferences, to assist all stakeholders in understanding the importance of attending school. In order to ensure we are reaching all of the students who are at risk, we will have weekly RTI PLCs after school. This will help support our SMART goals. Since Tulsa Met is so small, our teachers often feel isolated and do not benefit from the collegiality that other schools enjoy. This, in addition to the ongoing need for supports for our high-risk student population, led us to the decision to send one teacher to the National At-Risk Conference. **EVIDENCE-BASED INTERVENTIONS:** The leadership team accessed Evidence for ESSA and What Works Clearing house to select a literacy intervention. Reading Plus was chosen because it has a "strong" ESSA rating, meets our needs for flexibility, and has been successful as a pilot in other Tulsa secondary schools. Intersession is another EBI that will be provided to help students meet reading growth goals. The implementation of a Reading Interventionist and dedicated time for the improvement of reading is a tier two intervention that is valuable at almost any school site, but particularly for an alternative school where the vast majority of students are lacking in basic skills. Likewise, a math interventionist will provide a lab to support students who are needing additional assistance in attaining grade

level standards. The WWCH cites strong evidence for modest improvement when technology is incorporated into classroom learning. Technology is used heavily by the interventionists. PROGRESS MONITORING: Reading Plus has built-in progress monitoring assessments. The external consultant will assist the Reading Interventionist with understanding and utilizing the progress monitoring. The leadership team will meet twice monthly and assess progress in all targeted areas through the use of the Data Dashboard, lesson plans, administrator walk-throughs and teacher feedback. The attendance team and weekly RTI PLCs will use Data Dashboard for monitoring purposes. DISTRICT INVOLVEMENT: Bond funds provide technology for core content classrooms. The district provides Summit curriculum used in math and science. To support our attendance initiative the district provides an attendance clerk at the site. The district-provided data dashboard is utilized in all of our initiatives. The district provides PD for the use of Whetstone, which will be used to assist teachers in implementing varied instructional strategies. PROFESSIONAL LEARNING COMMUNITIES PLCs will meet biweekly during common planning time. We will be using PLC time for data analysis in core content areas, with lesson planning around identified standards. AP Kari Garman is experienced in implementing and providing PD for "Teach Like a Champion" strategies. She will facilitate the PDs around applying these strategies and building teacher efficacy. The after-school PLCs will contribute to the SMART goals by doing data deep dives for students at greatest risk of not meeting their goals. PROFESSIONAL DEVELOPMENT: Professional development will focus on analyzing data and creating a follow-up plan, utilizing Reading Plus. The Tulsa MET assistant principal will continue to provide professional development centered on utilizing data to drive instruction. 5150 funds will send one teacher to the National At-Risk Conference, and 5118 funds will send an additional two teachers. It is imperative to focus on social/emotional skills and trauma informed instruction with our student population in order to attain progress in academics or attendance.



## Action Steps

**INSTRUCTIONS:** Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

**Priority 1 SMART Goal:** Student Attendance will increase to 87% by end of year 2020.

**Pillar and Element:** LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
5.2 Attendance curriculum weekly during Advisory.	Val Farrow, Principal	Advisory Time	Teachers not considering teaching attendance a priority; administration will monitor for implementation	September - ongoing	none needed	Data Dashboard - daily monitoring; weekly meetings of Attendance Committee
5.1 Attendance Committee meeting weekly	Assistant Principal - Kari Garman	parent facilitator, social worker, administrators, teachers	none anticipated	September - ongoing	none needed	Data Dashboard - daily monitoring; weekly meetings of Attendance Committee
5.1 Parent Communications by PIF and school Social Worker (phone and home visits)	Assistant Principal - Kari Garman	Data Dashboard	none anticipated	August - ongoing	5118 and 5150	Data Dashboard - daily monitoring; weekly meetings of Attendance Committee

5.3 Attendance Challenges - incentives for attendance	Assistant Principal - Kari Garman	Data Dashboard	Funding for some of the incentives; community donors	September - ongoing	donors	Data Dashboard - daily monitoring; weekly meetings of Attendance Committee
5.3 Biweekly meetings with Senior Institute Advisors	Val Farrow	internship records	none anticipated	September - ongoing	none needed	internship data and data dashboard

**Action Steps**

**INSTRUCTIONS:** Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

**Priority 2 SMART Goal:** Reading scores will show a 15% growth on the Spring 2020 MAP.

**Pillar and Element:** AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
3.4 Reading Interventionist2.5 Reading Plus	Valarie Farrow	space and scheduling technology and Reading Plus subscription	insufficient/inadequate technology for program to be implementing in Reading Lab; solution is to purchase computers and other necessary technology with 5150 funds	hired before school	5118 and 5150	benchmark assessments through MAP and Summit; classroom grades
3.3 EWI PLC --- meetings for identifying students at risk and creating interventions	Valarie Farrow	stipends and data dashboard	none anticipated	September - ongoing	5150	students' weekly assessment printout; benchmark assessments through MAP and Summit; classroom grades
3.4 Small group instruction	Valarie Farrow and OPSRC	PD for teachers; PLC time	teachers reluctant to make change; administrators will provide support as needed	September - ongoing	none	benchmark assessments through MAP and Summit; classroom grades

<p>3.2 NEWSELA - Teachers will use NEWSELA on a weekly basis to reinforce both reading strategies and assessment taking skills to build assessment stamina. NEWSELA has built in accommodations for ESS &amp; ELL students. This will be implemented during advisory.</p>	Kari Garman	technology; Advisory time	<p>Possible barriers include teacher buy-in and technology mishaps. These will be addressed by providing PD to teachers to ensure legitimacy and implementation issues. Teachers will print out an assessment weekly to help students monitor progress</p>	September - ongoing	none needed	<p>students' weekly assessment printout; benchmark assessments through MAP and Summit; classroom grades</p>
<p>5.4 Intersession and summer school</p>	Val Farrow, Principal	certified teachers in ELA	<p>Student/teacher attendance; this will be addressed by phone calls to parents of students needing credits to graduate on time with their cohort. Teacher attendance will be addressed by providing a stipend for participation.</p>	December - ongoing	5118 and 5150	<p>call and visitation logs</p>

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**Action Steps**

**INSTRUCTIONS:** Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

**Priority 3 SMART Goal:** Math scores will show a 30% growth on the Spring 2020 MAP.

**Pillar and Element:** AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
3.4 Math Interventionist	Valarie Farrow	Math lab; scheduling	Insufficient/inadequate technology for program to be implementing in Reading Lab; solution is to purchase computers and other necessary technology with 5150 funds	before start of school year	5150	Data dashboard; MAP assessments
3.6; 3.8 after-school tutoring and intersessions	Valarie Farrow	teachers certified in math	Student/teacher attendance; this will be addressed by phone calls to parents of students needing credits to graduate on time with their cohort. Teacher attendance will be addressed by providing a stipend for participation.	November - ongoing	5150	Data dashboard; MAP assessments
3.5 implementation			competency in teacher			

of computers, software and whiteboard in math lab	Valarie Farrow	updated, working equipment	use of materials; support will be provided by site and district technologists	ngoing	5150; district	Data dashboard; MAP assessments

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## Professional Development

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**INSTRUCTIONS:** List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

**Provider Definitions:**

*LEA - The PD is provided by district staff, site staff, or staff from another LEA.*

*SEA - The PD is provided by the Oklahoma State Department of Education.*

*External Provider - The PD is provided by any other non-LEA or non-SEA source.*

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Professional Development Name	Tentative Date	Provider	Date Completed
NEWSELA Introduction/Implementation	8/2019	LEA	
Data-Driven Differentiated Instruction, OPRSC	8/14/19	External Provider	
Restorative Practices	8/13/19	LEA	
Data Dashboard	10/14/19	LEA	
Attendance Matters for Parent Facilitators	9/2019	LEA	
Reading Plus	10/2019	External Provider	
PD for PIFs	8/2019	LEA	
TBD	2/18/19	LEA	
TBD	2/19/19	LEA	