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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - C3 - 0667 MET JUNIOR HIGH

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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	OEE 2: Classroom Evaluation/Assessment (2.4: Identification of curriculum gaps using test scores, 2.7: Implementation of assessment and accountability)OEE 3: Instruction (3.4: Teacher knowledge and motivation techniques, 3.5: Use of technology)	OEE 3: Instruction
Learning Environment - Elements 4,5,6	4.10 Tulsa Met has a rich history of student displays and presentations of learning projects.	5:1 attendance is a challenge for all TPS schools, but especially with alternative schools. We need to focus on improving school culture through improved behavior management skills, communications with families, and supports from our community partners.
Collaborative Leadership - Elements 7,8,9	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.

Mission/Vision Statements

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.

Continuous Improvement Mission Statement(375 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 throughout 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 Protacol, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (122 of 250 maximum characters used)	Pillar and Element	Target Date
7th and 8th grade students combined will achieve an average daily attendance of 90% by the end of the 2019-20 school year.	LE - School Culture*	5/30/2020

FY20 Priority 2: SMART Goal (111 of 250 maximum characters used)	Pillar and Element	Target Date
Reading scores for 7th and 8th grade students each will show an average of 15% growth on the Spring 2020 MAP.	AP - Instruction*	5/30/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element   Target Date

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.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achieveable.	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 unachieveable.
Evidence Based Interventions (EBI)	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.
Progress Monitoring	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.
District Involvement	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).
Professional Learning Communities (PLC)	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		

Professional Development	has selected appropriate, quality PD opportunties 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.
Rigorous Review Process *(Provide information only if using an external partner.)*	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.
Operational Flexibility *(Provide information only if the site identifies barriers.)*	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.

Plan Narrative

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.

(5457 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. Our first smart goal is for attendance. Last year we ended with an average of 88.6% ADA. This year we have set a goal of 90%. Our academic SMART goal is in reading. Tulsa Met Junior High School students will demonstrate an average growth of 38%. Last year our students actually had negative growth - from 35.7% to 34.1%. This year we hope to reverse that trend and reach a growth goal of 38%. In order to reach this goal, all students will participate in Reading Plus weekly during advisory, with identified students receiving additional regular supports. School Improvement funds allow us to provide two part-time reading interventionists to provide more intensive supports during a reading lab. School Improvement funds carryover funds were 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. NEWSELA is a program that is used to also support reading goals outside of Reading Plus, and teachers in all content areas receive professional development on the best practices surrounding this subscription. Funds will also be used to provide tutoring for students both for remediation purposes and to help them with credit recovery in ELA on the SUMMIT platform. Along with the academic interventionists, we will also add a behavior interventionist. The behavior interventionist will primarily help support our attendance goal, but will also support academic goals by reducing behavior disruptions and preventing situations from escalating. When behavior interventions are provided early and restorative practices implemented, we hope to decrease suspensions and increase attendance. Additionally, the administration, front office staff, parent facilitator, and behavior intervenionist will contact families of absent students on a daily basis. School wide attendance challenges will be posted, with donated incentives. 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. 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. Carryover funds were used to purchase Reading Plus, while current 5150 funds will be used to provide the reading interventionist needed to implement the program to fidelity. 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. 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 used in all of our initiatives. The district provides PD for the use of Whetstone, which is 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 reading goals. PROFESSIONAL DEVELOPMENT: Professional development will focus on analyzing data and creating a follow-up plan, utilizing Reading Plus. NEWSELA is a program that is used to also support reading goals outside of Reading Plus, and teachers receive professional development on the best practices surrounding this subscription. PD for teachers on Restorative practices will also be provided. The Tulsa MET assistant principal will continue to provide professional development centered on utilizing data to drive instruction.

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 conscise as possible.

Priority 1 SMART Goal: 7th and 8th grade students combined will achieve an average daily attendance of 90% by the end of the 2019-20 school year.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
5.3 Implementation of Behavior Interventionist position	principal Farrow	coordination with classroom teachers; data dashboard	finding a suitable candidate to fill the position; enlist support of Talent Management	December - May	5150	data dashboard behavior, interventions, and attendance data
5.1 Communications to families regarding attendance	AP Garman	data dashboard	none anticipated	August - ongoing	5118, 5150 and district	data dashboard - daily monitoring; weekly meetings of Attendance Committee
5.3 Attendance challenges and incentives	AP Garman	data dashboard	funding for some of the incentives; community donors	September - ongoing	donors	data dashboard - daily monitoring; weekly meetings of Attendance Committee

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 conscise as possible.

Priority 2 SMART Goal: Reading scores for 7th and 8th grade students each will show an average of 15% growth on the Spring 2020 MAP.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
3.4 Reading Interventionist2.5 Reading Plus	Valarie Farrow	space and schedulingtechnology and scheduling	insufficient/inadequate technology for program to be implementing in Reading Lab; solution is to purchase computers and other necessary technology with 5150 funds	to be hired before start of school	5118 and 5150	benchmark assessments through MAP and Summit; classroom grades
2.5 Teacher Assistant to provide increased individual student attention	Valarie Farrow	scheduling	none anticipated	to be hired before start of school	5118 and district	benchmark assessments through MAP and Summit; classroom grades
2.5 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	lesson plans, classroom walk-throughs
2.1 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 & ELL students. This will be implemented during advisory.	Kari Garman	technology; Advisory time	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	September - ongoing	none needed	students' weekly assessment printout; benchmark assessments through MAP and Summit; classroom grades
5.4 after-school tutoring	Valarie Farrow	certified teachers in reading	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.	September - ongoing	5118 and 5150	call and visitation logs
2.5, 2.6 EWI --- meetings for identifying students in need of intervention and creation of lessons needed to address skill gaps	Kari Garman	PLC time; MAP data	teachers reluctant to make change; administrators will provide support as needed	September - ongoing	none needed	lesson plans, classroom walk-throughs

Action Steps

There are only 2 Smart Goals, this tab is not required.

Professional Development

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.

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	
Reading Plus	10/2019	External Provider	
TBD	2/19	LEA	