eGrant Management System

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Applicant:	72-I001 TULSA
Application:	2019-2020 Continuous Improvement Plan - B4 - 0230 Unity Learning Academy
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 The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	3.1 Effective and varied instructional strategies used in all classrooms3.7 Collaborative examination of student work.
Learning Environment - Elements 4,5,6	OEE 4: School Culture The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.	6.5 Professional development is ongoing and job-embedded6.4 School improvement goals connect with student learning goals.
Collaborative Leadership - Elements 7,8,9	OEE 9: Comprehensive and Effective Planning The school/district leadership team develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.	

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(156 of 1000 maximum characters used)

Tulsa Public Schools mission is to inspire and prepare every scholar to love learning, achieve ambitious goals and make positive contributions to our world.

Continuous Improvement Vision Statement (335 of 1000 maximum characters used)

Scholars at Unity Learning Academy will joyfully engage in an academically rigorous curriculum that prepares them for a rigorous high school experience all in the service for preparing them for college and beyond! Our culture of coaching teachers and scholars help provide an engaging environment and a rigorous educational experience.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 (249 of 250 maximum characters used)	Pillar and Element	Target Date
By spring 2020 Unity Learning Academy scholars will demonstrate growth on the MAP Reading Assessmentincreasing by from 32% to 35% across all grade levels. This will be done with continued professional development in CKLA; walk-throughs and feedback	AP - Instruction*	5/30/2020

FY20 Priority 2: SMART Goal (238 of 250 maximum characters used)	Pillar and Element	Target Date
Unity will create a safe, orderly and equitable learning environment to improve student attendance by .3%(moving from 92.2% to 92.5%) utilizing attendance incentives, improved parent communication by the end of the 2019-2020 school year.	LE - School Culture*	5/30/2019

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.

(5362 of 8000 maximum characters used)

Overview of Continuous Improvement Plan - Our staff and stakeholders from different groups- especially those most adversely affected- are informed, meaningfully involved and authentically represented in the development of our strategic plan. We will meet our commitment to this by going the extra mile to make sure that everyone is included in planning for improving scholar academic achievement. In the library we utilize a variety of texts, that represent the diverse community of Unity Learning Academy. The texts and activities are designed to grow students reading, writing, and critical thinking skills based on each class/students individual and diverse needs. Having monthly parent meetings keep our parents involved, informed, and valued. This is one way that we are able to develop plans that are authentic for the needs of our scholars. We will encourage volunteers to work with our scholars in programs to help them improve their reading and math knowledge. Stakeholders to include school staff, student families, and community partners, will convene bi-annually to identify and assess school and student needs. Stakeholders will collaborate on goal-centered strategies and develop a plan of action based on school priorities.Evidence Based Intervention - We found strong evidence for the use of leveled literacy interventions in elementary schools with the same demographics as ULA. We are using SIPPS which is a leveled literacy intervention.Progress Monitoring - We are committed to continuous improvement. This is what success looks like for all of our students. It means coming with working ideas from other schools and making a commitment to trying it out at ULA. We will continue to find strategies that will help us reach ALL of our students. Continuous improvement looks different for each scholar that enters the Unity Learning Academy Library. Thus, my lessons, read alouds, activities, and check out policies/procedures are designed to challenge students where they are and help them grow. This means the policies in place, lessons, etc. are adapted to meet the needs of diverse learners as needed for their success. Success looks like every scholar working to their fullest potential and being displayed by their growth academically as well as socially and emotionally. We will continue to improve upon using No Nonsense Nurturer as a means to develop a common language and expectations among staff and scholars. Student and Family Support/Community Coordinator mobilizes family, school, and community resources that support targeted student learning with an array of programs and activities that are linked to learning. I endeavor to attract and support STEAM (Science, Technology, Engineering, Arts, and Math) enrichment activities whenever possible. Continuous improvement and success will see an increase in students participating in extra-curricular activities that support their learning. We will review our progress academically as well as behaviorally three times a year. Once in September, then January and then May. Our Team Leaders and counselor will be responsible for gathering the MAP data, discipline data, and data derived from our reading and math intervention blocks from DreamBox, Scholastic, SIPPS, and Dashboard data. Our leadership team will analyze the data first and discuss next steps before conducting a PD with the rest of the staff to further the discussion and verify our next steps.District Involvement - Our district offers support through a new teacher mentor for the first two years of teaching after which they are transitioned to one of our instructional coaches. The district also supports our staff and students with data collection and aggregation through the data dashboard. Our teachers can utilize the data dashboard for immediate information on student achievement, attendance, behavior, and family information. Our school has conducted a needs assessment to determine goals to help our least reached students meet grade level standards. We will use a wide variety of instructional designs to meet different students who learn differently because not every student learns the same cookie cutter way. We need to work on utilizing different instructional designs to meet these students. Students at Unity Learning Academy took the SRI reading inventory and map assessments. These tests provided a snapshot of the students reading levels. The books in the Unity Library are marked with various colored labels to assist students in finding books at or slightly above their reading levels.Professional Learning Communities - No Nonsense Nurturer helps us to reach all of our scholars in that it makes teachers site our expectations to scholars and narrate positively as they meet them. Our Real Time Teacher Coaches ensures that we are reaching all of our scholars through No Nonsense Nurturer through weekly coaching of teachers and in

the moment coaching. ULA teachers and administrators will create their Professional Learning Focus and discuss it with their evaluator to create a plan and receive support throughout the school year. Our main focus as a staff will continue to be training on implementing SIPPS as a supplemental resource and data point to measure growth in reading during weekly data planning meetings.Rigorous Review ProcessN/AOperational FlexibilityN/A.

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: By spring 2020 Unity Learning Academy scholars will demonstrate growth on the MAP Reading Assessmentincreasing by from 32% to 35% across all grade levels. This will be done with continued professional development in CKLA; walk-throughs and feedback

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.*
Implementation Training	Henderson	SIPPs Trainer		August 5	5118	
Administer baseline assessment	K-3 grade level reading teachers			August 26 - August 30	District	
Lesson plan for targeted reading intervention according to baseline data	K-3 grade level reading teachers & reading interventionist			August 28 - September 2	District	
Small group targeted intervention	K-3 grade level reading teachers & reading interventionist			September 3 - October 15 (daily)	District	

| Share data and feedback regarding the efficacy of implementation & scholar access | K-3 grade level reading teachers, reading interventionist & administration | | | September 17 - October 15 (at weekly data meetings) | District | |

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:	Unity will create a safe, orderly and equitable learning environment to improve student attendance by .3%(moving from 92.2% to 92.5%) utilizing attendance incentives, improved parent communication by the end of the 2019-2020 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.*

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