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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - B1 - 0661 HALE JHS

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>
Academic Performance - Elements 1,2,3	Curriculum: 1.3 We have implemented district-wide curriculum which has been vertically aligned to avoid gaps and overlaps. Additionally, content teams have periodic discussions at the site level to ensure that the curriculum is being implemented with fidelity. 2.3 is another identified strength, as Hale JH is intentional about ensuring students are aware of grade level and content area expectations. Teachers regularly collaborate on what students should know and be able to do and convey these expectations in multiple ways.2.8: As a school the use of student sample work is and will continue to be a strength.	OEE 3.1 and 3.3 are identified as areas of focus. As a school we will support teachers' growth in implementing varied instructional strategies that accommodate various learning styles, are culturally responsive, and require students to use higher-order thinking and problem solving skills.
Learning Environment - Elements 4,5,6	4.2 Leadership beliefs and practices focus on high achievement for all students.6.7 The school has a clearly defined teacher evaluation process.	OEE 4.3 is identified as an area of focus. Even though teachers and students are aware of the expectations, the student tasks and lines of questioning often fall short of reaching the expectation. OEE 4.1 is another area of focus. Although the response rate to the surveys was not as high as we had hoped, they did reflect the need to focus on school safety and a sense of belonging.
Collaborative Leadership - Elements 7,8,9	7.2 Leadership decisions are collaborative and data-driven.8.8 Budget for discretionary funds is directed by an assessment of needs.8.10 State and federal funds are allocated to align with school goals and data needs.	8.4 The staff use of instructional time is efficient in order to maximize learning.7.7 The school & district leadership team provides resources, monitors progress & removes barriers to 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(258 of 1000 maximum characters used)

Our mission is to enhance students' ability to confidently overcome challenges through productive interaction with our core values, creative learning experiences, supportive relationships with teachers and staff, and proactive college and career preparation.

Continuous Improvement Vision Statement (260 of 1000 maximum characters used)

Hale JH will provide rigorous academic experiences by implementing well-designed lesson plans.We will create a positive school culture with high expectations for all by implementing an SEL curriculum in all classrooms and in regular two-way parent involvement.

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*

FY20 Priority 1: SMART Goal (104 of 250 maximum characters used)

PRIORITY: Hale Jr. High will increase attendance from 87.8% to 88.2% for the academic school year 19-20.

Pillar and Element

LE - School Culture*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (136 of 250 maximum characters used)

PRIORITY: By the end of the 2019 - 2020 school year, 46% of Hale Jr. High students will have met their reading growth goal for the year.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (131 of 250 maximum characters used)

PRIORITY: By the end of the 2019-2020 school year, 48% of Hale Jr. High students will have met their math growth goal for the year.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

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.

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 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.
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		

<p>Professional Development</p>	<p>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).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
<p>Rigorous Review Process <i>(Provide information only if using an external partner.)</i></p>	<p>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.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
<p>Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i></p>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>

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.

(7441 of 8000 maximum characters used)

Overview: We are committed to building a culture of continuous improvement within our school to improve outcomes for all students. In the classroom, continuous improvement means enabling students to use their own data to better understand what's helping them learn and improve. Teachers will use MAP scores to monitor progress, identify non-proficient students and plan accordingly. Common formative assessments are used to analyze data for both grade levels and individual teachers, and guide future lessons. Our leadership team will meet regularly throughout the school to revisit our plan, assess progress, and adjust accordingly. Funds are set aside for stipends to teachers who meet during off-contract hours for planning and monitoring of our plan. We will meet our commitment to meaningful inclusion of all stakeholders, including the most under-represented, by ensuring all parents are made to feel welcome in the school and are invited to participate in school-wide planning, Title I meetings, and meetings about their child's academic progress. All communications will be made in language that is easy to understand, in both English and Spanish. Communications will be sent via social media, school messenger, school way, fliers, letters, phone calls, face-to-face meetings. Teachers will communicate with parents regularly during planning time. Our priorities and goals for the year were based on data. Our 2018-2019 MAP scores are as follows: Reading Growth 39.6%, Math Growth 46.6% Reading Proficiency 21.9% Math Proficiency 13.7%. Attendance data for 2018-2019 - 87.6% attendance rate and a 47.8% chronic absent rate. Panorama data shows 58% of our students did not respond favorably to having a positive relationship with teachers. Only 19% of students felt connected to the adults in our school. According to the parent/family surveys, question 22 scored the lowest at 2.50. Although the number of respondents was very low, they did not feel that the school had enough staff to meet the learning needs of their children. This year we will be using Title I funds to add two additional ELA teachers, one math teacher, and one Reading Interventionist. According to the student surveys question 27 was the lowest @ 3.00. It indicates that students sometimes hold back from doing their best in class because of what others may think. After reviewing all data, we have identified a need to focus on improved student-teacher relationships and classroom culture. This will help us in reaching our attendance goal. We are modifying the daily schedule to provide more class time, allowing teachers to implement a more rigorous and engaging curriculum, as well as build relationships with students. We will be using Whetstone to coach teachers and provide immediate feedback after classroom walk-throughs. EBI/PD/District Involvement/PLC: We will provide continuous professional development to allow for implementation of SEL strategies, such as No Nonsense Nurturing, in the classroom. Sustainability will be achieved by growing teachers' proficiency in SEL strategies and in creating a positive culture. The district supports No Nonsense Learning by providing PD and NNN coaches. Modifying the classroom learning environment to decrease problem behavior and increase academics is listed as a tier 1 intervention in the What Works Clearinghouse. Title I funds will also be used for a Behavior Interventionist who will provide support to teachers and to students in order to de-escalate situations. It is our belief that by improving classroom and school culture, student attendance will improve along with student grades and teacher morale. Improving student attendance is a primary focus, and we hope to see improvement in that area with the focus on culture, along with increased, focused efforts from our attendance team and parent facilitator. One of the strategies that we will use to reach both of our SMART goals is the use of City Year, a strong EBI that the district helps to support. City Year is committed to empowering students in low-performing, urban schools, such as Hale JH. Policy Study Associates found that schools that partnered with City Year were approximately two times more likely to improve ELA proficiency rates than schools that did not partner with City Year. Our second area of focus is increasing the number of students who meet or exceed their growth goals based on the MAP reading assessment. We will offer reading interventions for struggling students. Our Reading Interventionist, funded by both 5118 and 5150 funds, will provide our primary intervention, using Read 180 for small groups of identified students. Achieve 3000 is provided by the district. Sustainability will be provided through purchased materials and building reading foundations for students to help them be successful in high school. Evidence for ESSA provides strong evidence supporting Read

180's effectiveness with struggling readers. Also, during PLC meetings teachers will focus on students who are struggling with school and their assignments. Teachers will design interventions through common lesson planning and evaluating common formative assessments. The district provides the Data Dashboard, which will give administrators and teachers timely information on attendance and identify students who currently at risk of failing. Again, this information will be used in PLCs to identify students in need of intervention. We will continue to implement Teach To One, a district-provided intervention, with some modifications. TTO has a built-in system to address students not meeting specific standards. Bond funds update technology for the program as needed. We will use goal-setting strategies for students to set their goals in math and classroom teachers will continuously monitor them. iXL math will also be used for math interventions. The new schedule includes additional time for shared planning periods for core content areas. By ensuring PLC time is protected, our teachers will be able to experience weekly professional development opportunities to improve their practice as well as identify students who are in need of intervention. Continuous improvement will be focused on building relationships using SEL practices and the implementation of a more rigorous curriculum in the classroom. PD will be provided on analyzing data and creating rigorous instructional activities, both of which will support our two SMART goals. Progress Monitoring: Site administrators will monitor the PLCs for effectiveness, and offer support when needed, such as the use of protocols to lead effective PLCs. We recognize the importance of family involvement in helping students be successful and acknowledge this is an area that has much room for growth. In the past, we have had only a part-time PIF who was not bilingual. This year we have committed 5150 funds to purchase a full-time Parent Involvement Facilitator, and we are making every attempt possible to ensure that the PIF is bilingual. With our large percentage of Hispanic students, it is vital that we have someone who can communicate with families fluently. We have set aside funds in both 5150 and 5118 budgets for communications materials, and materials to support math/literacy nights. We are also planning to offer after-school language classes for our non-English speaking families through the AfterOpp (after school opportunities) program.

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: PRIORITY: Hale Jr. High will increase attendance from 87.8% to 88.2% for the academic school year 19-20.

Pillar and Element: LE - School Culture

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 & when? Include data sources for tracking.</i>
No Nonsense Nurturing PD	CT3 Team Leads	District PD day; attendance data	Teachers who are resistant to change; when they see results from implementation, they will get onboard	August 19	District funded	PD attendance and feedback; number of teachers implementing NNN as evidenced by administrator observation and behavior reports
In class observations and feedback and peer to peer coaching/feedback	Cole, Newsome, and teacher leaders	None needed	time; administration will assist with scheduling so that teachers have the opportunity to participate	Ongoing	None	At least one observation per classroom at the end of the first semester
City Year and After School Program	Cole	space for them to meet	Students not being able to stay for programming	ongoing	5150	Number of students participating in near peer tutoring and after-school activities

weekly attendance reviews	school social worker	attendance data and records from home visits and calls	lack of response from parents	weekly	5118-for parent facilitator	improvement in weekly attendance
regular home visits by the attendance team	Erica Davis, social worker; Tiffany Pollard and Tamey Nelson, counselors; PIF	attendance data and records from home visits and calls	lack of response from parents	ongoing	5150 - mileage reimbursement for home visits	attendance rate of 88.5% or greater at end of first semester
communications to parents about importance of regular attendance	Parent Involvement Facilitator	paper, envelopes, postage, brochures	getting parents to attend parent events; having correct mailing addresses, emails, and phone numbers	twice monthly	5150 --- parent facilitator and materials	attendance rate of 88.5% or greater at end of first semester

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.

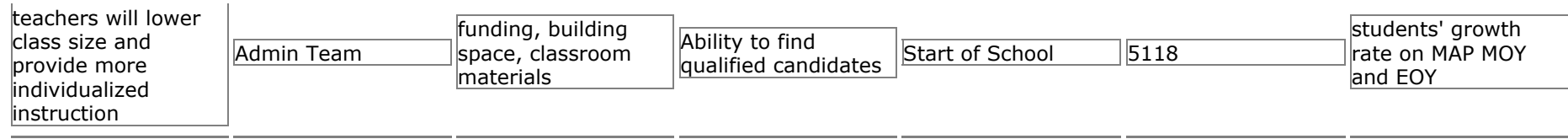
Priority 2 SMART Goal:

PRIORITY: By the end of the 2019 - 2020 school year, 46% of Hale Jr. High students will have met their reading growth goal for the year.

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 & when? Include data sources for tracking.</i>
Reading Interventionist will offer additional support to struggling students	Interventionist	Read 180 and other resources as identified	Implementation of Read 180; time	Start of school	5118	weekly data reports from Read 180 will show usage and improvement; MAP data BOY, MOY and EOY
Achieve 3000 implementation	Admin Team	District-provided program	Implementation of Achieve 3000; time	Start of school	district	students' growth rate on MAP MOY and EOY
Amplify implementation	ELA Dept Chair	District-provided program	Teachers not implementing the program with fidelity	Start of school	district	students' growth rate on MAP MOY and EOY
City Year will offer near-peer tutoring	Admin Team	provide opportunities for City Year employees to build relationships and tutor	Students not being receptive to building relationships	start of school	5150	students' growth rate on MAP MOY and EOY
Two additional ELA						



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:

PRIORITY: By the end of the 2019-2020 school year, 48% of Hale Jr. High students will have met their math growth goal for the year.

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 & when? Include data sources for tracking.</i>

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
No Nonsense Nurturing	8/19/19	External Provider	
Attendance Works Training	8/29/19	LEA	
Data collection and analysis	9/5/19	LEA	
Achieve 3000	8/29/19	External Provider	
Effective Instructional Activities	8/2019	LEA	