eGrant Management System

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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - B9 - 0715 NATHAN HALE HS

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

Cycle: Amendment 1

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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	1.1 is a strength as evidenced by TNTP walkthroughs. All teachers observed were using grade level materials that were aligned to the pacing guide.	2.4-Test scores are used to identify gaps-MAP data will be used to identify gaps for students.
Learning Environment - Elements 4,5,6	Professional Development indicator 6.3 - All professional development in the sy 18/19 was aligned with the focus on student engagement. This includes training on the TLE indicator 6 and 9 with regards to relationships and strong questioning techniques.	4.10-Student achievement is valued and publicly celebrated-as evidenced by celebration of growth on MAP as well as formative assessments
Collaborative Leadership - Elements 7,8,9	Leadership indicator 7.2-leadership decisions are collaborative and data-driven. The school planning team spent the year planning for Hale Beyond to redesign their school to increase student engagement.	8.3-staffing is based on student need

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(230 of 1000 maximum characters used)

Our mission is to provide a safe and supportive environment where students are inspired to joyfully learn and apply academic skills, personal values, and habits of mind to succeed in high school, college, and within the community.

Continuous Improvement Vision Statement (478 of 1000 maximum characters used)

Nathan Hale will courageously empower students to explore their passions through individualized educational opportunities supported by meaningful relationships. We will implement strategies that involve working outside the school walls and at all times, guide our students to develop self-advocacy and self-reliance. Preparing our students for a world that changes at lightning speed, we will embrace the values of adaptability, critical thinking, collaboration, and innovation.

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 (112 of 250 maximum characters used)	Pillar and Element	Target Date
Sixty percent of students will reach their reading growth goal as measured by MAP on the spring 2020 assessment.	AP - Classroom Evaulation/Assessment*	5/1/2020

FY20 Priority 2: SMART Goal (114 of 250 maximum characters used)	Pillar and Element	Target Date
Sixty-five percent of students will reach their math growth goal as measured by MAP on the spring 2020 assessment.	LE - School Culture*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (116 of 250 maximum characters used)   Pillar and Element   Target Date

| 25% increase in students reporting a sense of belonging from the previous report as measured by the Panorama survey. | LE - School Culture* | | 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 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

(7994 of 8000 maximum characters used)

Overview: As part of Tulsa Beyond, a team of 11 Hale educators, staff, community members, and students came together over the course of a year to re-imagine how to deliver high school in a way that engages their unique student population, prepare students properly for whatever future they choose (i.e. college, technical school, or career) and do so with hands-on work experiences that develop 21st-century skills. The design team developed insights into their unique students, school, and community through hours of one-on-one empathy interviews and community forums. They did a deep dive into leading research and visited model school sites across the country. Hale currently has approximately 1,100 students from diverse backgrounds: 47% Hispanic, 19% White, 16.5% Black, 9.1% two or more races, 5.8% Native Americans, and 2.5% Pacific Islander. The student population has become more economically disadvantaged over time, with more than 80% eligible for free and reduced-price lunch. One in four students are English-language learners and 27% are SPED. Twenty-three percent of students are over-age and under-credit. Although a majority of freshmen want to attend college, only 30% of Hale's graduates go on to post-secondary education in Oklahoma. Less than 25% of Hale students complete the FAFSA. Seventy-six percent of Hale graduates that attend college require remediation at higher rates than the state average of 39%. Almost half of Hale students are chronically absent (48.3%). As is often the case in a high-needs school, the school culture needs significant improvement. In a 2018-19 school-wide survey, only 28% of students reported they feel a sense of belonging; 34% had positive student-teacher relationships; and 47% feel safe at school. Academic indicators are also lagging. In 2018-19 only 12% of students were meeting proficiency standards in both math and English. Only 22.7% of students were proficient in reading, and 14.6% were proficient in math as measured by the spring 2019 MAP assessment. The data allowed us to develop our plan to address our root cause. EBI: One evidence-based intervention we are using to address this is Reading Plus. The What Works Clearinghouse rated the program as a moderate intervention. It meets our goal of providing self-directed learning for our students. A Tier 1 intervention we are using is City Year. Corps members will provide near-peer tutoring to assist in improving our math and reading scores. Another evidence-based intervention we will use to help students meet goals in reading and math is extended day tutoring. The Hale staff is committed to closing the gaps for all our students. We are starting with the pilot--dramatically changing the way we instruct students--growing strong relationships, moving to personalization and creating relevancy in the classroom.Progress Monitoring: MENTORS. Every student will have an assigned champion who meets with them at least once a week during a protected time, supporting them and monitoring progress. Hale Beyond will put relationships first and build trust within its community. Hale believes meaningful relationships will lead to changes in behavior and increased engagement with school. Teachers will cede "power" to students so that students can assume ownership of their learning. Mentorships have proven to be successful in schools across the country, arming students with advocacy and self-reliance skills. REAL-WORLD LEARNING.Hale students want to "learn how to work" and do projects that have relevance to their lives. Students will learn outside the school walls through internships and work-based credit. Many Hale students already work. Hale Beyond will allow them to earn credits as they earn money. By providing students with these opportunities, Hale hopes to see increased attendance, students engaged in curriculum, self-directed learning, teachers meeting with students quarterly to revise their plan, and teachers communicating how coursework aligns with careers. PERSONALIZED LEARNING. Personalization allows educators to move away from averages and teaching to the middle to address gaps in student mastery and ensure that every student's growth is monitored and supported. Personalized learning emphasizes frequent check-ins, small flexible groups, and supporting students to develop self-management skills. Every student in Hale Beyond will be loaned a laptop or tablet to take home. Our plan is to empower teachers who are innovative and willing to try a new way of instructing students--by maximizing relationships and what brain science tells us about how kids learn. Through a systemic plan for supporting teachers with professional development to support their practice, we will help ensure that teachers are ready to implement the new personalized learning platform and connect with their students. Mentoring

time will give teachers the precious time to cultivate relationships, that we hear over and over again are empowering to student learning. We will build in collaborative time for our teachers, using funds to compensate them for time away from family time to ensure they know that that they are valued and that our collective professional growth is also valued. We will recognize students, teachers and staff who make our school a community, push themselves to embrace our anchors and try to make each day meaningful through relevant learning. Knowing that people are motivated in different ways, we will use our relationships to make a personal connection to all teachers, staff and students, so that we share a collective ownership in our school's success.Through the design process, we have learned that partnership with our parents, families and community stakeholders is our best chance for success and meaningful change. We will use this new knowledge to ensure that we are reaching out regularly and providing opportunities for feedback through virtual means, face to face meetings and off-site convenings. Research has shown that at least one point of contact is needed to give our parents a means to give feedback and/or have their questions answered. We will use 5150 funds to help provide a Parent Involvement Facilitator to include parents in their child's education, as another Tier 1 intervention. Additionally, we will utilize our teachers, coaches, staff and other leaders to reach out to our students who are most vulnerable, or least heard. Our plan is to become self-sustaining by growing our own--knowing that recruitment of teachers and staff is particularly challenging in current times, not only in Oklahoma, but across the nation, we want to ensure that we have instructional mentors, coaches and collaborative time which can help our teachers and staff feel supported. District Involvement: Engaging with the language and cultural services team to support ELLs both in and out of the pilot, and supporting our 11 SPED teachers so that they can also empower students to reach their potential, are priority commitments for work. The district is also supporting our reform strategies by allowing us to implement the non-traditional schedule and curriculum, providing technology with Bond funds, and contributing to our partnership with CityYear.PLCs and Professional Development: To emphasize the importance of relationships school-wide, all teachers will engage in the 2-day 7 Habits training that is the foundation of the mentoring program. The staff meetings and PLC collaborative meetings will focus on individual and group progress monitoring, as well as integrating the pilot and non-pilot staff into a shared commitment. One of our data sources, the 9EE survey, revealed the need for effective and varied instructional strategies and the monitoring of those instructional strategies. In response to that feedback, we will provide PD for content areas on the use of engaging grade-level content strategies. Also, we will use peer-to-peer feedback cycles to build our pedagogy around effective strategies.
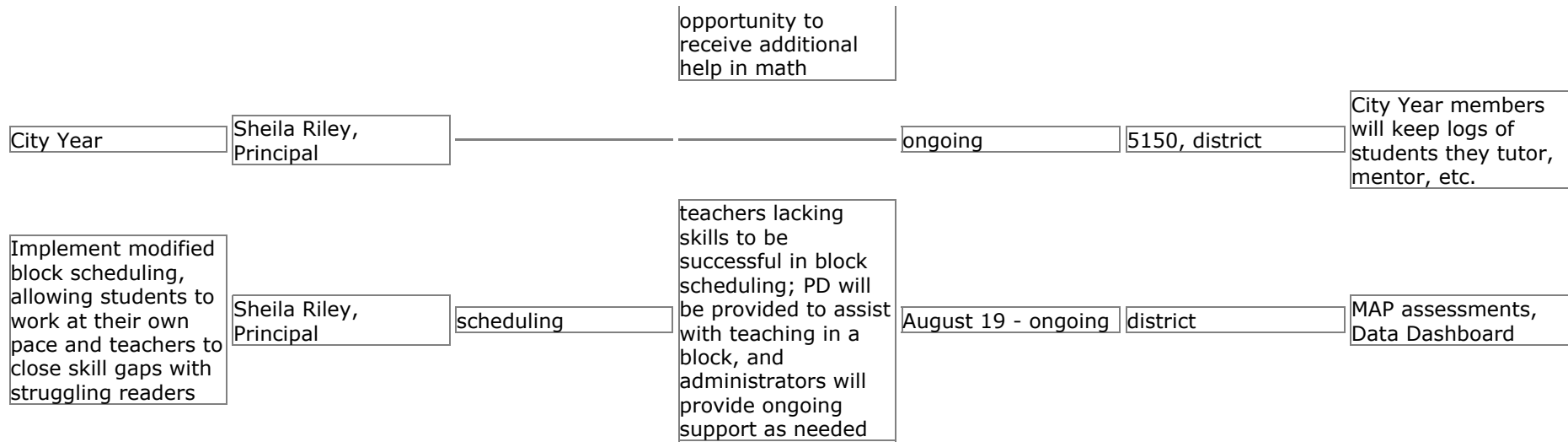
Action Steps

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: Sixty percent of students will reach their reading growth goal as measured by MAP on the spring 2020 assessment.

Pillar and Element: AP - Classroom Evaulation/Assessment

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.*
Identify students in pilot who are struggling and enroll them in Reading Plus	Chad Beasley, Asst. Principal	Data Dashboard	technology issues; administrators and Reading Plus teacher will identify and repair or replace technology as needed	September 1, 2019	5150	MAP assessments, Data Dashboard
Identify students for small group intervention	Maria Copp, Reading Specialist	Data Dashboard	————	ongoing	district	MAP assessments, Data Dashboard
Monitor Students to ensure assignments are taking place.	Maria Copp, Reading Specialist	Reading Plus and Data Dashboard	————	ongoing	5150, district	Reading Plus Assessments and Data Dashboard
after school tutoring	Sheila Riley, Principal	ELA Certified Teachers	students reluctant to stay for additional help; teachers and parent facilitators will contact parents regarding the student's	September - ongoing	5150, district	MAP assessments, Data Dashboard

			opportunity to receive additional help in math			
City Year	Sheila Riley, Principal			ongoing	5150, district	City Year members will keep logs of students they tutor, mentor, etc.
Implement modified block scheduling, allowing students to work at their own pace and teachers to close skill gaps with struggling readers	Sheila Riley, Principal	scheduling	teachers lacking skills to be successful in block scheduling; PD will be provided to assist with teaching in a block, and administrators will provide ongoing support as needed	August 19 - ongoing	district	MAP assessments, 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 conscise as possible.

Priority 2 SMART Goal: Sixty-five percent of students will reach their math growth goal as measured by MAP on the spring 2020 assessment.

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.*
after school tutoring for identified students	Sheila Riley, Principal	Math certified teachers	students reluctant to stay for additional help; teachers and parent facilitators will contact parents regarding the student's opportunity to receive additional help in math	September - ongoing	5150	MAP Assessments, Data Dashboard, common formative assessments
City Year	Sheila Riley; math department chair			ongoing	district, 5150	City Year members will keep logs of students they tutor, mentor, etc.
			teachers lacking			

Implement modified block scheduling, allowing students to work at their own pace and teachers to close skill gaps with struggling readers	Sheila Riley, Principal	scheduling	skills to be successful in block scheduling; PD will be provided to assist with teaching in a block, and administrators will provide ongoing support as needed	August 19 - ongoing	district	
Teacher Assistants to provide additional student support in math classrooms	Sheila Riley, Principal			August 19 - ongoing	5118	
Identify students for small group intervention	math teacher	Data Dashboard		ongoing	district	MAP assessments; 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 conscise as possible.

Priority 3 SMART Goal: 25% increase in students reporting a sense of belonging from the previous report as measured by the Panorama survey.

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.*
Each student will be assigned a mentor	Chad Beesley, Asst. Principal		Teachers possibly not following up with students	September, 2019		teacher logs
Families will have consistent contact	Sidney Baker, Parent Facilitator		Incorrect information for parent contact in system	ongoing		PIF logs
Students and teachers will participate in 2-15 minute meditation sessions daily to refocus	meditation coach	Training in TM for teachers and students	Teachers and/or students not wanting to participate	Training in December for implementation in January	EDGE grant-5150	coach logs and walk-throughs

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
Thinking Inside the Block Schedule	7/18/19	LEA	
Reading Plus	8/2019	External Provider	
7 Habits Leader In Me	8/2019	External Provider	
Instructional Strategies	10/2019	LEA	
Meditation training	12/2019	External Provider	