
Application Printout

eGrant Management System**Printed Copy of Application**

Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A1 - 0111 ANDERSON ES

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	OEE1: Curriculum. 1.1: Curriculum Alignment; 1.7: Common academic core, as identified by OAS	OEE2: Classroom Evaluation/Assessment. 2.3: Student Awareness of Academic Expectations; 2.5: Assessments provide meaningful feedback
Learning Environment - Elements 4,5,6	OEE5: Learning Environment. 5.4: Learning support beyond the classroom	OEE 4: School Culture. 4.7: Teachers communicate regularly with student families; 4.8: Teachers and staff inspire best efforts
Collaborative Leadership - Elements 7,8,9	OEE8: Organizational Structure and Resources: The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff	OEE7: Leadership: The school/district creates a learning culture and develops leadership capacity.

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(211 of 1000 maximum characters used)

Marian Anderson Elementary prepares every student for college success by analyzing each individual student's progress and providing focused rigorous instruction every day, every lesson, all day without exception.

Continuous Improvement Vision Statement (168 of 1000 maximum characters used)

At Marian Anderson Elementary, we believe each child can and will succeed; we continually examine our practice, and honor our school community by acting with integrity.

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 (178 of 250 maximum characters used)

In the 2019 - 20 school year we will improve student attendance by decreasing the number the number of chronically absent students by 10% and increase the attendance rate to 96%.

Pillar and Element

LE - School Culture*

Target Date

6/30/2020

FY20 Priority 2: SMART Goal (218 of 250 maximum characters used)

Our vision for the 2020 school year is that every child at Anderson will be reading on or above grade level, based on MAP (on grade level) proficiency. We want to focus on Reading Growth in order to achieve our vision.

Pillar and Element

AP - Instruction*

Target Date

6/30/2020

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

Pillar and Element

Target Date

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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.

(6179 of 8000 maximum characters used)

OVERVIEW: As we prepare for the 2019-2020 successful transition of Penn Elementary students to Anderson, we continue to direct our efforts towards ensuring all student love learning, and achieve academically. To do this we will partner with teachers, staff, students, parents and community stakeholders as we develop our strategic plan for student success. The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team, comprised of staff members who represent all subgroups in our school, in conjunction with the most recent OSTP student assessment data, MAP data, and panorama student surveys. Electronic perception surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of two SMART goals: 1) In the 2019 - 20 school year we will improve student attendance by decreasing the number the number of chronically absent students by 10% and increase the attendance rate to 96% and 2) Our vision for the 2020 school year is that every child at Anderson will be reading on or above grade level, based on MAP (on grade level) proficiency. We want to focus on Reading Growth in order to achieve our vision. For SMART Goal 1, we will start with a focus on creating a place of belonging for students, we will use 1. Grade Appropriate Assignments 2. Strong Instruction 3. Deep Engagement 4. High Expectations, to lay the groundwork for relevance and help create a school culture of belonging for students. With a commitment to equity and a focus on social emotional learning Anderson team and family will: 1) Deliver rigorous instruction which exposes students to on grade level complex text, 2) Prioritizing student discourse, shifting the lift so that students are doing the thinking, 3) Personalize learning through online platforms, 4) Continue to implement restorative discipline practices, 5) Increase our culturally responsive teaching and learning tool kit with a focus on trauma sensitive learning communities. For SMART Goal 2, We will use the four key resources from The Opportunity Myth to achieve this goal. 1. Grade Appropriate Assignments 2. Strong Instruction 3. Deep Engagement 4. High Expectations We will explore these four resources through our ongoing Empower work. We will begin our second year of Empower in 2019 with a focus around the Listening and Learning strand. Our Fall to Winter 2018-19 Reading Growth was 46.7%. Our Fall to Spring 2018-19 Reading Growth was 41.9%. Our current goal for Reading Growth Fall to Spring 2019-20 is 59%.**EVIDENCE BASED INTERVENTIONS (EBI):**Our school has conducted a needs assessment to determine goals to help our least reached students meet grade level standards. Data reviews occur throughout the school year. At the end of each year data review and reflection guide our site in assessing needs and determining goals. Attendance, proficiency, and reading and math growth data is used to drive our SMART goals. Proficiency, reading and math growth goals help us to identify students most in need. With a focus on strong instruction and using data to drive instruction, Anderson will help students meet their grade level standards. Our reading growth was 55.1%. Our current goal for reading growth Fall to Spring 2018-19 is 59 percent. We will use reform strategies that help our least reached students. CKLA and Eureka Math expose students to grade level content. Through Empower content cycle work, observation, and feedback teachers will use learn and implement strategies that help our students meet grade level standards. Teachers will provide tutoring for students struggling in reading & math. We will utilize Reading Partners for struggling readers & least reached students. Learning A-Z, Starfall, Dreambox, and Lexia are student intervention platforms that will be used for independent learning. **PROGRESS MONITORING:** We will assist our students and prepare them to meet challenging academic standards by helping students identify learning targets, success criteria, and determine goals through our formative assessment practices. CKLA and Eureka will be the curriculum for ELA and Math instruction. Student progress will be monitored on intervention platforms: Learning A-Z, Starfall, Dreambox, & Lexia. MAP and attendance data is monitored on the TPS data dashboard. Staff progress will be monitored on Whetstone. **PROFESSIONAL DEVELOPMENT:** Our school offers professional development that is high quality and ongoing, tied directly to our intended outcomes. Our school will take the 3rd-5th grade team to the CT3 leadership conference in June. The work will help us to build leadership capacity through team coaching and feedback. We will also attend the Formative Assessment training to develop our culture

around instruction and feedback. As we enter year 2 of Empower we are adding a cycle for Eureka math. New Empower teachers and leaders will attend the summer institute in July. We will build our skills by using a culture curriculum, Teaching Tolerance. This will be done during our Oct. PD day with our staff to increase our Social Emotional Supports for students. PLCS: Our system of support assures our highly qualified staff are supporting students. Our work with Empower assure highly qualified staff are supporting students by collaborating with grade level teams, unpacking the standards and curriculum, and wrap around feedback and support for content cycle look-fors will assure our staff is supporting students. DISTRICT INVOLVEMENT: The district will support Anderson in the following areas: District-provided PD for novice teachers, Management of the Data Dashboard, MAP assessments, technology supports, PD/ongoing support for PIF work, released time for PD for all teachers and leadership, Ongoing supports for curriculum (Eureka, Amplify, CKLA). We will recruit and retain high quality and highly qualified staff by attending district hiring events, collaborating with our Talent Management Specialist, and creating and maintain University relationships. RIGOROUS REVIEW PROCESS: No external provider OPERATIONAL FLEXIBILITY: N/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 concise as possible.

**Priority 1
SMART Goal:**

In the 2019 - 20 school year we will improve student attendance by decreasing the number the number of chronically absent students by 10% and increase the attendance rate to 96%.

**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>
Calendar invites for school team meetings	School Leaders	People, Time	Time-- must be protected	August 2019	N/A	Outlook Calendar
Attend CT3- focus on social/emotional supports for students. Teaching Tolerance PD for additional SEL support	Leadership Team	People, Money	No current barriers	July 2019 conference, ongoing PD/follow-up Oct PD day	Title I, School Improvement	CT3 coach will circle back with school teams. Progress is monitored on the data dashboard.
Norm on school team roles and expectations surrounding attendance	Leadership Team	People, Time	Maintaining consistent expectations year-round	August 2019	N/A	Action steps will be measured through coaching conversations, Whetstone feedback, and peer review/data walks

Coaching Touchpoints for Parent/Family Engagement	School Leaders	People, Money	Time- must be protected	September-October 2019	Title I	Weekly feedback entered in Whetstone
Routine Feedback	School Leaders	People, Money	Time- must be protected	Ongoing, beginning September 2019	Title I	Weekly feedback entered in Whetstone
Teacher Leader Meetings	Leadership Team	People, Time	Time- must be protected for current goals	Ongoing once/monthly	Discretionary	Progress will be monitored based on weekly/monthly goals as identified in previous meeting.

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: Our vision for the 2020 school year is that every child at Anderson will be reading on or above grade level, based on MAP (on grade level) proficiency. We want to focus on Reading Growth in order to achieve our vision.

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>
In the first semester we need to meet as a leadership team to norm on accountability measures and check-ins. Also, we need to onboard new teachers.	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Time	Maintaining consistent accountability measures	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	N/A	Talent Management onboarding, check-in document on Whetstone
We will continue engaging in content cycle work during 90 minute plan.	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Time, Money	To manage and protect work time and learn alongside my school team.	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	Discretionary	Empower Records, data walks

Data will be collected and analyzed weekly through content cycle work.	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Money	Consistent data collection and time must be protected	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	Title I	Data recorded weekly in Whetstone
Co-facilitation and learning during content cycles.	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Time, Money	To manage and protect work time and learn alongside my school team.	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	Discretionary, Title I	Data recorded in Whetstone
Coaching touchpoints for CKLA curriculum and reading supports	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Time	To manage and protect work time and learn alongside my school team.	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	Discretionary, Title I	Data recorded in Whetstone
Teacher Leader Meetings	School Leaders Teacher Leaders Math Content Teachers ELA Content Teachers	People, Time	To manage and protect work time and learn alongside my school team.	https://drive.google.com/file/d/1K8yqz5S-RBDV-g9-JWyw6ll5QiP23mL5/view	Discretionary, Title I	Data recorded in Whetstone

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
CT3 Planning	6/24-26	LEA	6/26/2019
Empower Summer Institute	7/22-24	External Provider	7/24/2019
Empower Launch	8/7-9	External Provider	8/9/2019
Empower Weekend Workshop	9/14	External Provider	9/14/2019
Empower Weekend Workshop	10/26	External Provider	
Empower Weekend Workshop	1/11	External Provider	
Empower Weekend Workshop	4/25	External Provider	
Teaching Tolerance	10/14	External Provider	10/14/19