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**Application Printout**

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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A2 - 0135 BURROUGHS ES

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

Cycle: Amendment 1

Date Generated: 4/27/2020 5:00:42 PM

Generated By: 14570

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## Continuous Improvement Plan (CIP) - Overview

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<b>Due Date:</b>	September 30, 2019	
<b>Program:</b>	School Improvement 1003(a)	
<b>Submission Guidelines:</b>	The site's leadership team will complete the following tasks to develop its Continuous Improvement Plan (CIP): <ul style="list-style-type: none"><li>* Identify and prioritize needs through needs assessments (Oklahoma Nine Essential Elements - Consensus Protocol, stakeholder surveys, OSTP student assessment data, benchmark data, other)</li><li>* Complete Schoolwide Data Picture</li><li>* Develop SMART (Specific Measurable Attainable Relevant Timely) goals</li><li>* Determine evidence-based interventions and practices</li></ul>	
<b>Grant Requirements:</b>	<input checked="" type="checkbox"/> <b>CIP Formula Funding Requirements</b> (up to \$50,000) <ol style="list-style-type: none"><li>1. CIP in GMS</li><li>2. Leadership Team</li><li>3. 9EE Needs Assessment</li><li>4. 2 SMART Goals</li><li>5. Strong, Moderate, or Promising EBIs</li><li>6. Bi-Weekly PLC Meetings</li><li>7. Submit Quarterly Benchmarking Data</li><li>8. Attend OSSI Regional Meetings</li><li>9. Quarterly OSSI Partnership Meetings</li><li>10. Data, Curriculum, &amp; PD Reviews</li></ol>	<input type="checkbox"/> <b>Edge Competitive Grant Funding Requirements</b> (up to \$200,000) <ol style="list-style-type: none"><li>1. CIP in GMS w/ Supplemental Narrative &amp; Proposed Budget uploaded</li><li>2. Leadership Team w/ OSSI Participation</li><li>3. 9EE Needs Assessment</li><li>4. 3 SMART Goals</li><li>5. Strong or Moderate EBIs</li><li>6. Weekly PLC Meetings</li><li>7. Submit Quarterly Benchmarking Data</li><li>8. Attend OSSI Regional Meetings</li><li>9. Monthly OSSI Partnership Meetings</li><li>10. Data, Curriculum, &amp; PD Alignment</li></ol>
<b>Federal Guidance:</b>	<a href="https://www.ed.gov/essa">https://www.ed.gov/essa</a>	
<b>OSDE Support Links:</b>	<a href="https://sde.ok.gov/school-support">https://sde.ok.gov/school-support</a>	
<b>OSDE Program Contact:</b>	Office of School Support (405) 522-0140	

**Benchmarking Data**

**INSTRUCTIONS:** Enter the name of the benchmarking tool used for each content area. If more than one benchmarking tool is used, then indicate the grade levels. Example: Benchmarking Tool A (K-2); Benchmarking Tool B (3-5). The accuracy of this information is the responsibility of the site and the district. However, SDE reserves the right to request documentation. Enter the percentage of students scoring proficient or above on the benchmark assessment(s) for the applicable grade levels. Each quarter, the site will amend the CIP to update the benchmarking data.

**Reading**

Benchmark Used:   
 (85 of 200 maximum characters used)

	Date of Benchmark	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>BASELINE</b>		20.5 %	17.8 %	27.9 %	35.3 %	23.4 %	13.2 %	18.2 %						
<b>FY20 BOY%</b>	09/01/2019	22.2 %	15.4 %	31.4 %	25.7 %	28.9 %	29.2 %	18.5 %						
<b>FY20 MOY%</b>	12/01/2019	33.3 %	20 %	37.9 %	33. %	37.9 %	17.4 %	0 %						
<b>FY20 EOY%</b>														

**Math**

Benchmark Used:   
 (85 of 200 maximum characters used)

	Date of Benchmark	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>BASELINE</b>		27.3 %	21.9 %	34.4 %	35.3 %	17.2 %	11.3 %	10.9 %						
<b>FY20 BOY%</b>	09/01/2019	15.2 %	15.4 %	34.3 %	20 %	13.2 %	4.2 %	3.8 %						
<b>FY20 MOY%</b>	12/01/2019	25.6 %	25 %	27.6 %	25 %	16.7 %	4.5 %	0 %						

**FY20  
EOY%**

	%	%	%	%	%	%	%	%	%	%	%	%	%	%

**Science**

Benchmark Used:  (3 of 200 maximum characters used)

	Date of Benchmark	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>BASELINE</b>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		%	%	%	%	%	%	%	%	%	%	%	%	%
<b>FY20 BOY%</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		%	%	%	%	%	%	%	%	%	%	%	%	%
<b>FY20 MOY%</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		%	%	%	%	%	%	%	%	%	%	%	%	%
<b>FY20 EOY%</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		%	%	%	%	%	%	%	%	%	%	%	%	%

Site does NOT currently have a benchmarking tool for one or more of the content areas listed above.

Describe the site's process for choosing the benchmarking tool(s) and provide a timeline for implementation.(153 of 1000 maximum characters used)

Currently there is not a district wide Science benchmarking tool. Science curriculum and PLCs/Data meetings determine the benchmark for Science students.

**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>
<b>Academic Performance - Elements 1,2,3</b>	OEE 2: Classroom Evaluation/Assessment OEE 3: Instruction The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.	EE2.3 Student awareness of academic expectations EE3.1 Effective and varied instructional strategies used in all classrooms EE3.7 Collaborative examination of student work
<b>Learning Environment - Elements 4,5,6</b>	OEE 4: School Culture EE4.8 Teachers and staff inspire best efforts OEE 6: Professional Growth, Development, and Evaluation EE 6.4 School improvement goals connect with student learning goals EE6.9 Employee evaluation and individual professional growth plan	OEE 4: School Culture EE4.2 Facilitation of belief that all children can learn at high levels
<b>Collaborative Leadership - Elements 7,8,9</b>	OEE 8: Organizational Structure and Resources	OEE9: Comprehensive and Effective Planning

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(518 of 1000 maximum characters used)

Sync-Serve- -Send Sync with stakeholders so together we will learn about the science of belonging, caring, grit, gratitude, curiosity, self-control, and growth mindset then practice making these concepts come alive with passion. Serve as directors of destinies and offer compassionate gestures to show students that we care for them on a personal level. Then by creating school-wide critical bonds to improve student learning we will Send our students to their next phase with academic, social, and emotional growth.

Continuous Improvement Vision Statement (601 of 1000 maximum characters used)

Burroughs Elementary, over the past seven years, has created outcomes that have positively impacted our school community. Included in these outcomes are decreased suspensions, practiced sensitivity to students of trauma, thereby providing our staff with needed and necessary training. Our numbers for Gifted and Talented have increased, as we have become more intentional in identifying all styles of learning. As we continue to monitor the data, our MAP scores are rising continuously as our teachers increase their rigor. To sustain these outcomes and momentum, every role is vital and necessary.

## 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\*

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**FY20 Priority 1:** SMART Goal (85 of 250 maximum characters used)

By June 2020, at least 55% of students will have math growth as measured by MAP/NWEA.

Pillar and Element

AP - Instruction\*

Target Date

6/1/2020

**FY20 Priority 2:** SMART Goal (194 of 250 maximum characters used)

By June 2020, at least 55% of students will reach Reading Growth Goals as measured by MAP/NWEA PRIORITY GOAL As we move forward

Pillar and Element

AP - Instruction\*

Target Date

6/15/2020

our goal is to continue to increase our Reading Growth percentage.

**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.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	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.
<b>Evidence Based Interventions (EBI)</b>	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.
<b>Progress Monitoring</b>	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.
<b>District Involvement</b>	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).
<b>Professional Learning Communities (PLC)</b>	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		



<b>Professional Development</b>	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).	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.
<b>Rigorous Review Process</b> <i>(Provide information only if using an external partner.)</i>	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.
<b>Operational Flexibility</b> <i>(Provide information only if the site identifies barriers.)</i>	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.

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## Plan Narrative

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**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.

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(5677 of 8000 maximum characters used)

**OVERVIEW:** We are committed to involving our students and families directly in shaping their school experiences and focusing on their goals. We routinely inquire of them about their vision for Burroughs. 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) By June 2020, at least 55% of students will have math growth as measured by MAP/NWEA and 2) By June 2020, at least 55% of students will reach Reading Growth Goals as measured by MAP/NWEA PRIORITY GOAL As we move forward our goal is to continue to increase our Reading Growth percentage. We will implement these goals by keeping our school-wide vision at the forefront of our mind all year and by utilizing our Title One funding. Burroughs administrators and teacher leadership team ( Empower Teacher Leaders) will be responsible for working with ELA.Math teachers to facilitate cycles of professional learning on a weekly basis. Teachers will participate in focused work and action steps will be put into practice which will create powerful plans that will set our students up for success for the school year. Our building leaders will work shoulder to shoulder to address gaps and monitor day to day lessons as well as data reports updating progress toward goals. Our leadership team will coach teachers in the creation of appropriate lesson plans by providing instructional strategies that focused on rigor, relevance, and building relationships. Teachers will collaborate with leadership team/teacher leaders who will help them facilitate student goals and adjust instruction to meet the needs of students. Teams will collaboratively backward plan to create appropriate engaging lessons for multiple levels of ability for students in their classrooms. Questions/responses will be created to make lessons enjoyable to all students. Continuous improvement looks like forward movement in terms of instructional delivery. This will allow our teachers to maximize their skills and strengths to meet the needs of our scholars; not limited to academics, but including Social/Emotional and building skills that will have life-long sustainability. Students will experience text complexity where they will have to grapple . Students will have support while reading rather than before reading. Students will have more text dependent questions that will drive them back to the text to cite evidence. Students will set growth goals where they will receive continuous feedback. **EVIDENCE-BASED INTERVENTIONS (EBI's):** We will use reform strategies that help our least reached students. Our focus will be heavily on integrated studies, thereby enabling teachers to encompass students' individual interests to capitalize on student engagement. Based upon the format of Empower Teacher, our teachers will receive coaching per weekly cycles. Students will reflect upon prescribed growth goals and formally evaluate their own performances. Students will share their self evaluations and academic evaluations with teachers and administrators. We will maintain our tier of leadership to respond to students in crisis per our best fit model. Relationships are established organically thereby utilizing the expertise of all. Student intervention programs will be used for high-need students (Dovetail, Dreambox, IXL). Read alouds will be made available via non fiction text according to their Reading Growth Goals, supplemented by Reading Partners and a Reading Interventionist. **PROGRESS MONITORING:** Our school has conducted a needs assessment to determine goals to help our least reached students meet grade level standards. Based on our site needs assessment all of our students will continue to be exposed to complex text. We will be intentional to "NOT" use the "Matthew Effect". Moving forward we will ensure that our students are aware of academic expectations. We will monitor progress for students through the student intervention platforms: Dovetail & Dreambox. Staff progress will be monitored through Whetstone. Empower work will be monitored through Leading Educators. Student data (MAP, Suspension, Attendance) is monitored through the TPS Data Dashboard. **PROFESSIONAL DEVELOPMENT:** Our school offers professional development that is high quality and on going tied directly to our intended outcomes.Professional Development will center around district initiatives, SEL and Empower Teacher and CT3. Relying heavily on training via Empower Teachers, we will coach

the teachers on mastering the content, thereby centering on direct instruction and focused learning. PLCs: Teams of teachers will meet regularly to examine student work and formulate various ways to equip student for success. Teachers will also meet in PLCs to ground in Empower work, social-emotional learning strategies, and school norms. We will circle back to our SMART goals regularly. DISTRICT INVOLVEMENT: The district will support Burroughs 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). 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:** By June 2020, at least 55% of students will have math growth as measured by MAP/NWEA.

**Pillar and Element:** AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p>
<p>Define the WHY-Teacher Mindsets, MAP Growth, 100% Participation, 100% of the time</p>	<p>Admin/Team leaders</p>	<p>People, Time, Money</p>	<p>Teacher effectiveness ability levels Time Constraints</p>	<p>Ongoing, beginning September 2019</p>	<p>Title I</p>	<p>Quarterly Data Review and Priority Goal Check-In for teachers and students NWEA School Performance MAP Accommodations CKLA and Eureka Assessments MAP Administration</p>
<p>Kick off during School Planning Session at the beginning of the year and during staff meetings.</p>	<p>Admin/Team leaders</p>	<p>People</p>	<p>Build opportunities to get feedback from staff and breakdown barriers Disconnect with school mission, vision, expectation. Behavior management</p>	<p>August 27, 2019</p>	<p>N/A</p>	<p>SPED and ELD Accommodations MAP Planning for growth Ri* RIT NWEA Goals Setting Activity for Reading and Math Various school Surveys  End of Year Priority</p>

Math Data Meeting	Admin/Team leaders	People, Time	Teacher ability to interpret data Small group instruction skills	Ongoing, beginning September 2019	Title I	Goal School Performance Information/ Priority Goals/Action Plan 19-20 Reflection documents
Norming Common Language for positive Growth Mindsets	Admin/Team leaders	People, Time	Maintaining consistency in language and ongoing progress monitoring	August 2019	N/A	School-wide Expectations (Culture/SEL) Empower Teacher sessions Data Meetings
Colleague to Colleague Feedback, Continued work around student data for structuring small groups using current data	Admin/Team leaders	People, Time, Possibly money	Creating norms and holding high expectations. Protecting time.	Ongoing, beginning September 2019	N/A, Title I if additional stipends are needed	Feedback document to be created for peer to peer feedback, Google docs

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## 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:** By June 2020, at least 55% of students will reach Reading Growth Goals as measured by MAP/NWEA PRIORITY GOAL As we move forward our goal is to continue to increase our Reading Growth percentage.

**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 &amp; when? Include data sources for tracking.</i>
Define the WHY-Teacher Mindsets, MAP Growth, 100% Participation, 100% of the time	Admin/Team leaders	People, Time, Money	Teacher effectiveness ability levels Time Constraints Build opportunities to get feedback from staff and breakdown barriers	Ongoing, beginning September 2019	Title I	Quarterly Data Review and Priority Goal Check-In for teachers and students NWEA School Performance MAP Accommodations Eureka Assessments MAP Administration
Kick off during School Planning Session at the beginning of the year and during staff meetings.	Admin/Team leaders	People, Time	Disconnect with school mission, vision, expectation. Behavior management Teacher ability to interpret data	August 27	N/A	SPED and ELD Accommodations MAP Planning for growth NWEA Goals Setting Activity for Reading and Math Various school Surveys  End of Year Priority Goal School

Reading Data Meeting	Admin/Team leaders	People, Time	Small group instruction skills	Ongoing, beginning September 2019	N/A	Performance Information/Priority Goals/Action Plan 19-20 Reflection documents
Norming Common Language for positive Growth Mindsets, Action steps and feedback with scholars	Admin/Team leaders	People, Time	Protecting time for feedback and maintaining school-wide expectations for language.	Ongoing, beginning August 2019	N/A	School-wide Expectations (Culture/SEL) Empower Teacher sessions
Colleague to Colleague Feedback, Continued work around student data for structuring small groups using current data	Admin/Team leaders	People, Time	Maintaining norms for colleague feedback, protecting time, setting expectations	Ongoing, beginning September 2019	N/A	Data Meetings, Google feedback form for peer to peer conversations

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**Action Steps**

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



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**Professional Development**

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**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.*

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Professional Development Name	Tentative Date	Provider	Date Completed
SEL	07/2019	LEA	7/2019
Empower Teacher	08/2019	LEA	8/2019
CT3	08/2019	LEA	8/2019
PLCs	8/2019	LEA	
Living the Learning	8/2019	LEA	