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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A7 - 0659 EAST CENTRAL JHS

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

Cycle: Amendment 1

Date Generated: 4/27/2020 5:01:35 PM

Generated By: 14570

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	3.4-Teachers demonstrate content knowledge; 3.6-sufficient instructional resources are available	2.4-test scores are used to identify gaps; 2.8 student work is analyzed; and 3.1 varied instructional strategies are used in all classrooms.
Learning Environment - Elements 4,5,6	TEACHERS - OEE 4 School Culture - 4.2, 4,3. Teachers believe that all students can learn and feel that they regularly challenge students to improve. Additionally, student achievement is publicly celebrated and teachers communicate frequently with families.	PARENTS - OEE 5: 5.1 Parents do not know what the school is doing to accomplish school improvement goals, nor do they feel they have the opportunity to work together on the development of goals for the school. Additionally, they do not feel as though they have opportunities to be an active partner in their child's educational process and they do not feel as though they are encouraged to become involved with the school through volunteering or programs such as family literacy. TEACHERS - OEE 5 Teachers do not feel as though their students' families are active partners in the educational process, or that the school leaders ensure school and community representation when making decisions. SCHOOLWIDE DATA PICTURE indicates that academic and behavioral expectations are not consistently high, which is in contrast to the teachers' beliefs in this area.
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.	OEE 9 Comprehensive and Effective Planning - 9.6, 9.9 Need to improve alignment between school improvement goals and student learning goals. OEE 7 Leadership - 7.10 Need for professional development plans to connect with student achievement data

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(239 of 1000 maximum characters used)

East Central Junior High provides a unique experience for its students. From rigorous academics and competitive athletics to special interest clubs and community service, ECJH is determined to create lifelong learners on a path of success.

Continuous Improvement Vision Statement (189 of 1000 maximum characters used)

At East Central Junior High we are committed to preparing students academically and socially to be self-sufficient, contributing members of the community with plans for a successful future.

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 (86 of 250 maximum characters used)

By spring 2020 MAP administration, 39.6% of students will meet their math growth goal.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (89 of 250 maximum characters used)

By spring 2020 MAP administration, 46.9% of students will meet their reading growth goal.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

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

Pillar and Element

Target Date

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and 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		

Professional Development	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.
Rigorous Review Process <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.
Operational Flexibility <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.

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.

(6841 of 8000 maximum characters used)

Overview/PD: Our strategic plan is designed to improve student outcomes for all students, particularly those who are most adversely affected. We will calendar regular leadership team meetings to continue to develop and review our strategic plan, making modifications as needed. All stakeholders will be made aware of the meetings a month in advance to encourage greater representation and involvement. We will continue using our pod structure, as it has proven to be effective in reducing discipline referrals. Unfortunately, that has not translated to improved student academics. Along with a continued focus on maintaining a safe and welcoming environment for our students, we will prioritize classroom practices and interventions to improve reading and math scores. An analysis of multiple data sources, including a Panorama survey, MAP assessments, OSTP scores and the CSI survey led us to prioritize the following goals: By spring 2020 MAP administration, 39.6% of students will meet their math growth goal, and 46.9% of students will meet their reading growth goal. One of the ways we will do this is to provide PD on using the TPS Dashboard to support teachers' understanding of the School Performance Framework scores and the meaning of each indicator. This will be provided at the beginning of the school year, and ongoing analysis of data from the TPS Dashboard will be monitored in PLCs. Additionally, we will provide PD on how to utilize NWEA Learning Continuum to group students and identify MAP skill weaknesses. Progress Monitoring/PLCs/PD: Administration will provide ongoing monitoring and convey a sense of urgency in guiding teachers toward meaningful remediation. The PD tool, Whetstone, will assist in supporting teachers in these interventions. Through consistent coaching, administrators will deliver clear and concise feedback that includes a bite-sized action step aligned to the strategy that will have the most impact on student achievement. We will continue to utilize our common formative assessments to check student understanding of the objectives/standards. This will help us monitor not only student progress, but also whether or not the agreed-upon intervention strategies are being implemented. We will ensure that content is aligned to the state standards through our weekly departmental PLC's. We will use the See It, Name It, Do It process to define what students need to know and be able to do in order to show mastery of the standards. Additionally, we will continue to use Eureka curriculum for our Math classes and Amplify curriculum for our ELA classes. Differentiated instruction, which is essential in addressing different student groups as well as individual students, will be discussed and collaboratively created in content area PLCs. Also at the beginning of the year, we will establish expectations for implementation of targeted interventions to begin during second quarter. Again, PLCs will be critical in identifying those interventions and collaborating on customizing them for student needs. Grouping students by skill strength and weakness is not effective unless teachers are equipped to facilitate them. We will provide PD on how to establish procedures that will prepare classes to effectively implement small group interventions. District involvement/PD/EBI: The district supports Eureka and Amplify through PD, coaching, and materials. Supplemental materials will be purchased with Title I funds as the needs are identified. We will use 5118 and 5150 funds to supplement district-provided staff in order to meet our priority goals. A Reading Interventionist is identified as a strong EBI in the What Works Clearing House. The Reading Interventionist will be using Read 180, another Tier 1 intervention. Sustainability will be achieved by growing teacher proficiency as a teacher of reading, and by helping to close learning gaps in students for future years. We will use 5150 carryover funds to purchase Chromebooks so that we can better implement Read 180. One of the things we learned from our 9EE Survey is that parents do not know what the school is doing to accomplish school improvement goals, nor do they feel they have the opportunity to work together on the development of goals for the school. Additionally, they do not feel as though they have opportunities to be an active partner in their child's educational process and they do not feel as though they are encouraged to become involved with the school through volunteering or programs such as family literacy. We will make intentional efforts this year to help the parents feel more welcomed and make them aware of opportunities to partner with the school. To address the needs of our high Hispanic population, we are hiring a bilingual parent facilitator. In the past, we have had a parent facilitator, but outreach was limited due to a language barrier. This year, our Spanish-speaking parent

facilitator will be able to communicate with parents and enlist their partnership in improving the academic experience of their children. Our budget includes funds for providing stipends to teachers who attend parent events such as literacy night and math night, as well as purchasing materials to support Title I allowable parent events. This is also a tier one evidence-based intervention. Sustainability is achieved by building parent and community support for schools. Another key learning from our 9EE survey is that we need to improve alignment between school improvement goals and student learning goals (OEE 7 Leadership - 7.10) Additionally, we identified the need for professional development plans to connect with student achievement data. The activities listed below address those needs, particularly as they relate to improvement in math and reading. A moderate EBI we are implementing is before/after school tutoring. Struggling students will have the opportunity for additional help from a certified teacher. The district provides support through the TPS Data Dashboard and subsequent data trainings, PD for effective PLCs, differentiated instruction, and Whetstone. As mentioned above, the district also supports Eureka and Amplify, as well as the ongoing PD needed for successful implementation. As a part of our planning work, we are partnering with ERS to re-imagine middle school. The MS Trailblazers work is focused on implementing high-quality, content-focused professional learning for teachers and social-emotional learning for students in order to help students transition to middle school and improve their academic, social, and emotional outcomes in the middle years. ERS' work helps Trailblazer schools organize their resources (people, time, and money) in order to create the school-wide structures to effectively implement the professional learning and social-emotional support.

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 spring 2020 MAP administration, 39.6% of students will meet their math growth goal.

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>
Provide PD on using the TPS Dashboard to support teachers' understanding of the School Performance Framework scores and the meaning of each indicator.	Data Team, Jennifer Santangelo	conference room with SMART Board; teacher laptops	If teachers are absent on the day of PD, administration will facilitate separate training either at school or at Wilson Learning Center	August 16	None needed	Weekly PLCs; daily lesson plans; administrator observation
Provide PD on how to utilize NWEA Learning Continuum to group students and identify MAP skill weaknesses.	Principal Griffith and Data Driven Instruction team	conference room with SMART Board; teacher laptops	If teachers are absent on the day of PD, administration will facilitate separate training either at school or at Wilson Learning Center	October PD Day	5118 for MAP skills	Weekly PLCs; daily lesson plans; administrator observation
Establish						

expectations for implementation of targeted interventions to begin during second quarter.	Principal Griffith and Instructional Coach	conference room with SMART Board; teacher laptops	Teachers could not follow expectations or could struggle with how to implement this	September faculty meeting; ongoing implementation	None needed	Weekly PLCs; daily lesson plans; administrator observation
Provide PD on how to establish procedures that will prepare classes to effectively implement small group interventions	Principal Griffith and Instructional Coach	conference room with SMART Board; teacher laptops	Teachers could not follow expectations or could struggle with how to implement this	September faculty meeting; ongoing implementation	None needed	Weekly PLCs; daily lesson plans; administrator observation
Provide additional math teachers in order to keep class size small	Principal Griffith	TPS Talent Management	Not able to find a qualified candidate	Prior to beginning of year	5118	MAP assessments
Provide after-school tutoring	Principal Griffith	Certified teachers in math; bilingual PIF to communicate to non-English speaking parents	Students not staying for tutoring. We will communicate with parents about the tutoring opportunity available, using our bi-lingual PIF as needed	September - May	5118	classroom grades, MAP assessments

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 spring 2020 MAP administration, 46.9% of students will meet their reading growth goal.

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>
Provide PD on reviewing SPF scores and understanding what each indicator means. Also, set revise SPF goals	Data Team, Jennifer Santangelo	conference room with SMART Board; teacher laptops	If teachers are absent on the day of PD, administration will facilitate separate training either at school or at Wilson Learning Center	August 16	None	Weekly PLCs; daily lesson plans; administrator observation
Provide PD on how to utilize NWEA Learning Continuum to group students and identify MAP skill weaknesses.	Principal Griffith and Instructional Coach	conference room with SMART Board; teacher laptops	If teachers are absent on the day of PD, administration will facilitate separate training either at school or at Wilson Learning Center	October PD day	None-district assessment team will lead	Weekly PLCs; daily lesson plans; administrator observation
Establish expectations for						

implementation of targeted interventions to begin during second quarter, with an emphasis on collaborative learning and small group instruction	Principal Griffith and Instructional Coach	conference room with SMART Board; teacher laptops	Teachers who have not yet mastered classroom management will need additional support	September faculty meeting; ongoing implementations	None	Weekly PLCs; daily lesson plans; administrator observation
Bilingual facilitator will communicate with parents (and facilitate teacher communications) regarding tutoring possibilities and other ways to support literacy at home	Principal Griffith and Parent Involvement Facilitator	Data Dashboard access for PIF	Students don't stay for tutoring	September faculty meeting; ongoing implementation	5150	Weekly PLCs; daily lesson plans; administrator observation
Hire Reading Interventionist to provide extra support for students who are most at risk of failing because of literacy skills	Principal Griffith	Read 180 program; Certified ELA teacher	Cannot find a qualified candidate	Prior to beginning of school year; ongoing implementation	5118; 5150; district funds	MAP assessments
Provide after-school tutoring for students needing extra support	Principal Griffith	ELA certified teachers	Students don't stay for tutoring	September - May	5118; 5150	MAP assessments and classroom grades

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
Understanding SPF in the Data Dashboard	8/16	LEA	
Using NWEA Learning Continuum	10/2019	LEA	
Small Group Interventions	9/2019	LEA	
Whetstone tool for coaching	9/2019	LEA	
Eureka Math	8/2019	LEA	
Amplify ELA	8/2019	LEA	