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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A9 - 0180 EMERSON ES

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 <i>(List Greatest Impact First)</i>
Academic Performance - Elements 1,2,3	OEE 1: CurriculumThe school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work	EE3.7- Teachers collaborate to review student work EE2.4- Identification of curriculum gaps using test scores
Learning Environment - Elements 4,5,6	OEE 4: School CultureThe school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.	EE4.1- Safe, orderly, and equitable learning environment EE4.7- Teachers communicate regularly with student families
Collaborative Leadership - Elements 7,8,9	OEE 7: Efficiency - LeadershipThe school & district leadership team provides resources, monitors progress & removes barriers to learning. OEE8: Efficiency - Organizational Structureand ResourcesFunds are aligned with school goals	EE7.9- The site and district leadership team develops effective school policies EE8.5- Vertical and horizontal team planning is focused on the improvement plan

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(86 of 1000 maximum characters used)

To create a quality learning experience for every student every day without exception.

Continuous Improvement Vision Statement (375 of 1000 maximum characters used)

Emerson Elementary provides a holistic, Montessori education experience for all students. Students are empowered to take ownership of their learning and lead the way in peacemaking. As constructive members of their community, students are confident in who they are and who they will become. Each student is uniquely prepared to pursue big dreams and endless possibilities.

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 (150 of 250 maximum characters used)

By May 2020 33% of Emerson Elementary students will meet and exceed their individual reading and math growth goals as measured by NWEA MAP assessment.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (133 of 250 maximum characters used)

By May of 2020, 40% of 3rd grade students at Emerson Elementary will score proficient or advanced in reading as measured by NWEA MAP.

Pillar and Element

AP - Instruction*

Target Date

5/15/2020

FY20 Priority 3 (Competitive): SMART Goal (133 of 250 maximum characters used)

By May of 2020, the suspension rate will decrease from 14.4% to

Pillar and Element

IE - Student, Family, & Community Support

Target Date

5/1/2020

10.4% or less as reported by the Tulsa Public Schools data dashboard.

LE - Student, Family, & Community Support

10/1/2020

Plan Narrative Rubric

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

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable.
Evidence Based Interventions (EBI)	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
Progress Monitoring	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
District Involvement	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
Professional Learning Communities (PLC)	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

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.

(7211 of 8000 maximum characters used)

Overview/PLC:Our staff and stakeholders from different groups- especially those most adversely affected- are informed, meaningfully involved and authentically represented in the development of our strategic plan.We are first and foremost committed to the student. We are committed to educating the whole child socially, emotionally, and academically. Our team feels it's important to include the social worker because a lot of our students have experienced trauma and the social workers expertise and lens would be beneficial in helping support students. The team will meet biweekly to monitor implementation of our plan. The staff will be informed of the implementation of the plan at staff meeting, parents will be informed during parent/teacher conferences or community nights.We are committed to continuous improvement. This is what success looks like for all of our students; all students meeting their growth and proficiency goals. We will utilize the district performance framework to monitor the progress towards these goals. 3xs a year students will look at their data and set goals. During weekly PLC meetings, teachers will set grade level and class aligned to the site's SMART Goals. Students will be able to share their goals and progress during parent/teacher conferences. Students will be responsible for their own data folders. Successful students at Emerson Elementary are proficient readers who possess deep knowledge of content and related vocabulary. By May of 2020, 40% of 3rd grade students at Emerson Elementary will score proficient or advanced in reading as measured by NWEA MAP. In order for more students to reach proficiency, Emerson students must exceed individual reading RIT growth goals. By May 2020 35% of Emerson Elementary students will meet and exceed their individual reading growth goals as measured by NWEA MAP assessment. Successful students at Emerson will use self regulation and executive functioning skills to utilize the Montessori curriculum as a gateway to greater and deeper learning. Evidence Based Interventions (EBI)/PD:We will use evidence based interventions and additional reform strategies that help our least reached students. District and leadership teams consulted various research and clearinghouses to determine the strongest evidence based interventions aligned with the identified areas of focus, SMART goals, and vision for transformation. We will begin to address building stronger relationships with students utilizing SEL practices. PD's will be developed for teachers to implement these strategies. Morning meeting and closing circle rituals will be vital in building those relationships. We will utilize The First Six Weeks of school and The Morning Meeting books. All students will have data folders and set their own goals. Students learn to take ownership of their own learning by knowing their growth goals, RIT levels and be able to articulate their data. Their will be a school wide intervention block supported with additional TAs . All students will receive reading intervention using SRA corrective reading and study island will also be used. SRA Corrective Reading satisfied the ESSA criteria for "Strong Evidence".Our school offers professional development that is high quality and ongoing tied directly to our intended outcomes. Professional development is the foundation to the growth of Montessori at Emerson. Individual teachers receive extensive training in the Montessori Method. Based on a collaborative needs assessment, the professional development includes: connecting reading and writing strategies to Montessori lessons, creating an environment conducive to writing and its components, adult learning in self regulation through Conscious Discipline and the RULER emotional intelligence tools, and teacher and student strategies to improve executive functioning. Our plan for professional development will be focused on providing our teachers with the tools necessary to implement the strategies we have selected. Professional development will be delivered during staff meetings, PLCs and district professional development days. District staff will be provided to train and coach teachers in SRA. Alicia Williams will continue to provide on going SEL practices for teachers during PLC's or PD days.District Involvement/Progress monitoring: The district will support the following initiatives; strategic planning for increased collaborative planning time, leadership coaching and support for school wide strategic planning, a data dashboard for goal reflection and tracking, novice teacher support, content leadership teams, distributive leadership, no-nonsense nurturer and other SEL supports, real time teacher coaching, vision walks for curriculum implementation and other supports as needed. We will assist our students to meet challenging academic standards. The Montessori Model will prove to be effective in filling the gaps that our current 3rd graders have in basic

decoding and encoding skills. Specific decoding strategies will be taught through Guided Reading. Guided Reading is a natural pair to the Montessori model of small group instruction tailored to the needs of students. Through the use of SRA and prescribed interventions, students will be provided foundational reading skills both in decoding and comprehension strategies. Students who work through the systematic patterns of the English language will gain proficiency in encoding as well as decoding. Words Their Way curriculum integrates Montessori principals of classification and assimilation to teach spelling patterns and encoding. The vocabulary and culturally rich Montessori curriculum will be the greatest equalizer between those students who come from language rich homes and those who are language poor. The highly specific and systematic lessons in Montessori ensures that all students have equal access to knowledge building curriculum. Using the Visible Learning research, Piagetian programs rank at 1.28% as an indicator showing students can exponentially grow beyond a year when placed in settings that promote student thinking vs. adult imposed thinking. The Montessori Method empowers students to own their own learning process which incorporates on student thinking. Students will express their learning through the different writing styles. This curriculum will bring students from all backgrounds to proficiency in writing and reading. John Hattie's work in Visible learning shows that phonics instruction (.70) and repeated reading programs(.75) have the potential to considerably accelerate student achievement. We currently use the district curriculum (CKLA and Eureka Math) to assist students in meeting academic standards. We have selected school-wide reading intervention as a strategy to help our students in meeting their reading growth/proficiency goals. TAs will support teachers during the reading intervention block and in the Montessori classrooms. We will use SRA and study island to increase reading proficiency and growth We will use our child study process to monitor and provide targeted interventions to students who are struggling to meet their goals.

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 May 2020 33% of Emerson Elementary students will meet and exceed their individual reading and math growth goals as measured by NWEA MAP assessment.

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>
PD Guided Reading	Elizabeth Taylor and/or Diane Beckham	Ongoing push in support, Resource materials	Teacher buy in, Novice teachers, student challenges	July 2019	Title I/5150	MAP Scores, SRA pre/post assessments, running records
PD Word their Way	Elizabeth Taylor and/or Diane Beckham,	Ongoing push in support, Resource materials	Teacher buy in, Novice teachers, student challenges	August 2019	Title I/5150	MAP Scores, SRA pre/post assessments
PD SRA and purchase McGraw Hill Corrective Reading	Elizabeth Taylor and/or Diane Beckham	Ongoing push in support, Resource materials	Teacher buy in, Novice teachers, student challenges	August 2019	Title I/5150	SRA pre/post assessment

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 May of 2020, 40% of 3rd grade students at Emerson Elementary will score proficient or advanced in reading as measured by NWEA MAP.

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>
School Wide Conscious Discipline, SEL practices, 7 Habits Outline by Stephen Covey	Elizabeth Taylor and/or Diane Beckham	Outside PD, Ongoing PD from in district and out of district consultants, curriculum resources	Novice teachers, student behavior , parental support, teachers using the program consistency	August 2019-ongoing	515 funds	Power School and Tulsa Data Dashboard. decrease in referrals and suspensions
Develop a crosswalk, integrating between the Montessori Method and traditional best practices	Elizabeth Taylor and/or Diane Beckham	Formal/informal observations by administrators	Pacing of the curriculum, allowing adequate time	August 2019-ongoing	_____	Walk throughs and observations

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 3 SMART Goal:

By May of 2020, the suspension rate will decrease from 14.4% to 10.4% or less as reported by the Tulsa Public Schools data dashboard.

Pillar and Element:

LE - Student, Family, & Community Support

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 & when? Include data sources for tracking.</i></p>
<p>Implement Conscious Discipline best practices in all classrooms as the vehicle for building social-emotional intelligence for all students.</p>	<p>Elizabeth Taylor and/or Diane Beckham</p>	<p>We will send a teacher to be trained as an in-house trainer.</p>	<p>Parent and teacher buy in</p>	<p>8/2019</p>	<p>Title I dollars</p>	<p>The decrease in the suspension rate on data dashboard and look in May of 2020.</p>
<p>Train and develop a teacher as a site-based Conscious Discipline coach to ensure effective use of Conscious Discipline strategies in the development of social-emotional intelligence in all classrooms.</p>	<p>Elizabeth Taylor and/or Diane Beckham</p>	<p>We will send a teacher to be trained as an in-house trainer.</p>	<p>Parent and teacher buy in</p>	<p>6/2020</p>	<p>Title I dollars</p>	<p>The decrease in the suspension rate on data dashboard and look in May of 2020.</p>
<p>Provide professional</p>						

development for all staff members in the integration of SEL practices in daily instruction.	Elizabeth Taylor and/or Diane Beckham	Conscious Discipline	Time for PD and the teacher capacity.	8/2019	Title I dollars	The decrease in the suspension rate on data dashboard and look in May of 2020.
Leverage opportunities within the Montessori peace education and grace and courtesy lessons to build student leadership and habits of success.	Diane Beckham	District level support	Mind set shift in Montessori education	8/2018	Title I dollars	To see a reduction in office referrals.
Provide an "early bird" summer session for students transitioning into the Montessori classrooms to "jump start" their assimilation into the Montessori learning environment with a focus on self-regulation skills.	Elizabeth Taylor and/or Diane Beckham	Teachers pay and TA pay.	Parent participation and transportation for our students.	8/2020	Title I dollars	To see a reduction in office referrals.

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
Montessori Method	07/2019	External Provider	05/2020
SRA PD Coach	08/2019	External Provider	05/2020
SEL	08/2019	LEA	05/2020
Guided Reading	07/2019	External Provider	07/2019
Words Their Way	08/2019	External Provider	05/2020
7 Habits	10/2019	External Provider	05/2020
Conscious Discipline for Staff	09/2019	LEA	05/2020