
Application Printout

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Applicant: 72-I001 TULSA

Application: 2019-2020 SIG Plan - Project 519 - 00

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

Cycle: Amendment 2

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Smart Goals

Mission/Vision Statement for Site

Mission Statement (27 of 1000 maximum characters used)

College, Career, and Beyond

Vision Statement (323 of 1000 maximum characters used)

We believe that our students should experience joyful, healthy relationships in a learning environment that includes daily strong instruction, active student engagement, with appropriate grade-level tests and tasks, by using rigorous grade-level curriculum that supports student ownership through feedback and goal setting.

End of Grant Goals: Indicate longterm goals based on the 9 Essential Elements Needs Assessment and data inquiry process.

9 Essential Elements Pillar and Element	List specific goal	How will goal be measured?	Achievable Target Date
AcadPerf-Class Eval/Assess	(86 of 250 maximum characters used) K-6th-grade students will be at or above proficiency at the 50th percentile in ELA MAP	(207 of 250 maximum characters used) This will be measured through ongoing MAP analysis. Teacher will also use student MAP trackers to track growth and movement towards proficiency. NWEA marks 50% and above as the national norm for proficiency.	05/21/2021
AcadPerf-Instruction	(122 of 250 maximum characters used) ELA teachers will use 5/5 of the foundational skills and or complex text Empower instructional Look For's 80% of the time.	(245 of 250 maximum characters used) Through classroom walkthroughs, observations, and coaching conversations Admin will document "look fors" through Whetstone and private google document to collect the specific data. Look fors are chunked into k-3 foundational & 4-5 complex texts	05/21/2021

Current School Year Priorities/Focus: Identify the current year's priorities based on the goals indicated above.

Priority 1: 9 Essential Elements Pillar & Element	List specific goal	How will goal be measured?	Achievable Target Date
AcadPerf - Classroom Evaluation/Assessment	(81 of 250 maximum characters used) Our school wide reading growth goal will improve from 44.5% to 50% by Spring 2020	(164 of 250 maximum characters used) This will be measured through MAP data. This will be monitored through lesson plans, walkthroughs, observations feedback, data meetings and empower	05/01/2020

content cycles.

Explain how this was determined to be the highest priority for the site.

(398 of 400 maximum characters used)

Last year from Fall 18-Spring-19 44.5% of students school wide met their MAP ELA growth goals. This is measured yearly in NWEA using the students MAP data throughout the course of the year. Student have individual goals set by MAP according to their progress. In our final MAP test in Spring 20, we will be able to see the growth goals met over the 19-20 year to compare the previous years success.

Priority 2: 9 Essential Elements Pillar & Element

List specific goal

How will goal be measured?

Achievable Target Date

Learn Env- School Culture

(204 of 250 maximum characters used)

By May 2020, Hamilton's overall chronic attendance rate in grades k- 6th grade will decrease .5% as measured by the percentage of students with an attendance rate of 90% or lower monitored in PowerSchool.

(229 of 250 maximum characters used)

This will be measured by the percentage of students with an attendance rate of 90% or lower monitored in PowerSchool. They will be color coded as green, orange, and red. Red being our chronic attendance students.Attendance works

05/01/2020

Explain how this was determined to be the second highest priority for the site.

(389 of 400 maximum characters used)

We have a transiant population. Last year there were over 11,000 tardies. To develop cognitively and stay on grade level, students mus be at school regularly. That is why we have to prioritize raising our attendance rate and lowering our chronic absentesm rate. Currently our chronic absentesm is at 16.4%. We are on target to meet this goal and continue to give out attendance incentives

Intervention Model

Select the site's intervention model.

Evidence-Based, Whole-School Reform

Transformation

Was the principal replaced prior to the site implementing the selected model?

Yes No

What is the site's current designation?

Comprehensive School Improvement (ESSA)

Site Demographics

Total Student Enrollment

419

Subgroup Data

Percentage

Economically Disadvantaged Students

246

Student with Disabilities

74

English Learners

170

Black/African American Students

37

Hispanic Students

246

Native American/American Indian Students

29

Other Students

107

Behavior Data	Previous Year Totals	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Total
In School Suspension	173	11	0	0	0	11
Out of School Suspension	0	0	0	0	0	0
Referrals	447	20	0	0	0	20

List all social and emotional programs that the site has implemented to assist students in controlling their behavior in a positive way, as well as developing listening, cooperation, and interpersonal problem solving skills. (719 of 1000 maximum characters used)

As a whole school, we have been using RULER, Mindfulness mornings, Restorative Justice, Peer mediation, and Gratitude in the afternoons. These types of programs have provided reflection time, emotional skills, and tools to repair relationships. Our AET (In-school suspension teacher) provides one on one supports for students to work through their problems, while still helping them with their academic responsibilities. Our AET teacher is a high performing licensed teacher that holds high expectations for our students who need extra support. Her classroom serves as a safe space for higher intensity behaviors to cool down and continue to work. This also allows for the current lesson in their classroom to continue.

Attendance Data

Previous Year EOY%

EOY%

Students

95

0

Teachers

96

0

Chronic Absenteeism	Previous Year Totals	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Total
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Chronically Absent Students	47	35	0	0	0	35
# of Families	32	17	0	0	0	17

Site Staff Data

Total Number of Teachers
 Total Number of Teaching Assistants
 Total Number of Emergency Certified Teachers
 Total Number of Alternatively Certified Teachers
 Additional Staff (Counselors, Interventionists, Specialists, etc)

Current Year

32
 7
 4
 9
 3

Reading Data

Benchmark Used:

Date of Use:

Enter percentage of students at or above proficient.

Grade	Baseline	Prev Yr EOY	BOY %	MOY %	EOY %
K	<input type="text" value="39"/>	<input type="text" value="35"/>	<input type="text" value="29"/>	<input type="text"/>	<input type="text"/>
1	<input type="text" value="22"/>	<input type="text" value="9"/>	<input type="text" value="20"/>	<input type="text"/>	<input type="text"/>
2	<input type="text" value="20"/>	<input type="text" value="19"/>	<input type="text" value="25"/>	<input type="text"/>	<input type="text"/>
3	<input type="text" value="22"/>	<input type="text" value="33"/>	<input type="text" value="18"/>	<input type="text"/>	<input type="text"/>
4	<input type="text" value="28"/>	<input type="text" value="33"/>	<input type="text" value="20"/>	<input type="text"/>	<input type="text"/>
5	<input type="text" value="33"/>	<input type="text" value="28"/>	<input type="text" value="31"/>	<input type="text"/>	<input type="text"/>
6	<input type="text" value="32"/>	<input type="text" value="39"/>	<input type="text" value="40"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List all reading or other instructional programs that are research-based, vertically aligned, and aligned with the Oklahoma Academic Standards. (591 of 1000 maximum characters used)

Pre-K through sixth grades use CKLA curriculum. CKLA builds off each year so that learning is spiraled as well as linear. This allows for reinforced lessons and deeper thinking. CKLA provides complex texts with meaningful daily independent practice. With these structures in place, students will have consistent lessons, tasks, and enriching texts. They will need these skills for MAP, OSTP, and future success. PLC Empower cycles prioritize fors for upper and lower that are rooted in and aligned to our evidence based curriculum, CKLA. List of look fors can be found in the uploads section.

List any additional permissible strategies the site will implement as a part of the selected model (include staff assigned) to ensure the components of the selected model are being implemented. (832 of 1000 maximum characters used)

There is a Teacher's Assistant supporting different classrooms throughout the day. This helps ensure the implementation of guided reading, smaller group instruction, and consistent meaningful feedback. We also departmentalize forth through six grade to allow teachers to master their content and prepare older students for middle school and beyond. Pre-K through third grade has returned to self contained because of our previous data lacked significant growth and research on what is developmentally appropriate for our students. In year three we decided to change our goal measurement from 40%+ to 50%+. We did these because three grades had already reached this goal at BOY 19. Additionally, 50%+ is the national average and considered proficient. This will be a more accurate indicator on how student will do on the state test.

Math Data

Benchmark Used:

Date of Use:

Enter percentage of students at or above proficient.

Grade	Baseline	Prev Yr EOY	BOY %	MOY %	EOY %
K	<input type="text" value="33"/>	<input type="text" value="44"/>	<input type="text" value="23"/>	<input type="text"/>	<input type="text"/>
1	<input type="text" value="21"/>	<input type="text" value="29"/>	<input type="text" value="24"/>	<input type="text"/>	<input type="text"/>
2	<input type="text" value="20"/>	<input type="text" value="21"/>	<input type="text" value="35"/>	<input type="text"/>	<input type="text"/>
3	<input type="text" value="22"/>	<input type="text" value="22"/>	<input type="text" value="16"/>	<input type="text"/>	<input type="text"/>
4	<input type="text" value="27"/>	<input type="text" value="33"/>	<input type="text" value="15"/>	<input type="text"/>	<input type="text"/>
5	<input type="text" value="28"/>	<input type="text" value="21"/>	<input type="text" value="29"/>	<input type="text"/>	<input type="text"/>
6	<input type="text" value="11"/>	<input type="text" value="30"/>	<input type="text" value="13"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List all math or other instructional programs that are research-based, vertically aligned, and aligned with the Oklahoma Academic Standards.(603 of 1000 maximum characters used)

All grade levels use Eureka Math curriculum. They are focused on Common Core Standards that also encompass OAS. Eureka Math provides meaningful assessments and exit tickets with a conceptual focus. We believe that Eureka when taught to fidelity, will fill in our students learning gaps and push students in to critical multi-set math processes. By analyzing the exit tickets weekly we are ensuring that students spiralized instruction and reteaching on specific standards. If we fill in gaps and give more conceptual math this will give help students achieve the goal of proficient on both MAP and OSTP.

List any additional permissible strategies the site will implement as a part of the selected model (include staff assigned to ensure the components of the selected model are being implemented. (996 of 1000 maximum characters used)

Grade fourth through six grade are departmentalized allowing teachers to master their subject and prepare students for block scheduling in the future. Teachers can focus on their context and the lesson for the day. This creates more meaningful and content rich lessons that are also differentiated. All students have access to Zearn which personalizes lessons for each student. They received on lessons that strengthen foundational concepts and help students fill in previous gaps while also learning more advanced math skills. Pre-K through third grade are now self-contained to provide more developmentally appropriate learning environment for our younger learners. These strategies give deeper targeted lessons to all students. We know this will result in the rise of proficient rates on our benchmark and state test. In year three we decided to change our goal measurement from 40%+ to 50%+. We did these because three grades had already reached this goal at our Fall 19 benchmarking MAP test

Professional Learning Community

Explain the site's philosophy on PLCs, how PLCs are implemented during the current school year, and any challenges that were identified last year.

(1138 of 2000 maximum characters used)

Hamilton is partnering with Leading Educators (Empower) to better teachers' practices and branch out leadership. We want to help teachers adjust to shifts in the OK state standards and to the rigor of the OSTP so that we will achieve higher growth and proficiency. Our current PLC is in a three-week cycle. The first week is an introduction to a new concept or strategy. The second week supports teachers in the design lesson and the student assessment based on the previous week. In the third week, they assess the data and plan a reteach for their students. Change has been hard and teaching is harder, to combat this we have decided to do a book study. The book is Energy Bus. We picked this so that we could find common ground and strategies to foster a more positive and energetic adult culture. We also have incorporated the learnings from "Promoting Social and Emotions Learning: Guidelines for Educators" to enrich our PD at faculty meetings and have SEL informed practices in every classroom. If kids feel safe and positive towards school, we know they will learn more and attend more regularly, resulting in improved attendance.

How will the identified PLCs topics support the site's SMART Goals? (734 of 2000 maximum characters used)

After looking at our data gaps as well as equity gaps the below topics are our biggest focus this year. By leading teachers to use more complex texts, conceptual and scientific questioning, students will think deeper and thus gaining a stronger understanding and mastery of all subjects. We believe that these PLC will contribute to stronger instruction this includes targeted lessons, consistent feedback, and data-driven instruction. Additionally, Empower leaders are given extensive coaching and support to lead their weekly PLC. Their content and direction is created to support both adult and student learning. Recently teachers were given options to order supporting consumable items to support CKLA implementation and centers.

List PLC topics for the current year.

Topics

Why complex text matters
Text dependent questions
Lesson internalization

Key understandings & standards
Structured Foundational Skills

Culminating Tasks
Module Internalization
Coherent Instruction

List the schedule for PLCs. Weekly 90 minute PLCs are required for SIG. Indicate minutes per day.

PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Grade Level PLC through Empower Cycles			90			
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Structured Foundational Skills; shared learning			90			9/11
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Structured Foundational Skills; planning & practice			90			9/18
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Structured Foundational Skills; student progress			90			9/25
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Phonics: Planning and Practice			90			10/2
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Practice with Decodable Readers			90			10/9

PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Explicit Modeling;Shared Learning			90			10/28
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Explicit Modeling;Planning and Practice			90			11/4
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Explicit Modeling;Student Progress			90			11/11
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Decodable Readers;Shared Learning			90			12/2
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Decodable Readers;Planning & Practice			90			12/9
PLC Name	Mon	Tues	Wed	Thurs	Fri	Other
Decodable Readers;Student Progress			90			12/16

Professional Development

List PD that promotes the achievement of specific SMART Goals for the current school year.

Professional Development Name	Purpose	Provider	Date Completed
GRR Framework	To model and learn how to gradually release students into instruction for literacy and math	External Provider	08/08/2019
Collaborative Strategies for Rigorous Learning	Defining what rigor really is and how to incorporate it to all students at every level	External Provider	08/09/2019
Proactive and Reactive Differentiation	Plan for differentiation before a lesson and in the moment as all students at every level need help	External Provider	08/12/2019
Student Ownership of Learning	Strategies and structures that invest children into their own learning and build responsibility	External Provider	08/13/2019
Small Group and Literacy Stations	How to set up stations and provide guided reading in small group	External Provider	08/14/2019
Student Conferencing & Goal Setting	How to give in time feedback and build capacity for student goal setting	External Provider	10/14/2019
SEL Practices and Culture Building	How to build relationships, culture in classrooms, and create a safe environment		10/15/2019
MAP Data Dig	How to understand MAP data and how to navigate the instructional tools in NWEA		09/17/2019

8

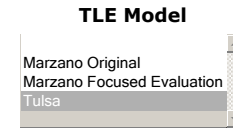
List any other technical assistance opportunities the site will participate in. (957 of 1000 maximum characters used)

Robin has been to Hamilton several times in the first quarter to support our site in coaching, data review, and leadership transition. Much of our tech is outdated or broken. We have begun to replace old boards with Tru-TV in classrooms. We ordered headphones for k-2 students to have their ELA MAP read to them. We order Learning A-Z to give differentiated texts and strategies, especially to support ESS students. This year we have hired Engage and Inspire (Denise White & Alisa Braddy) consultants to create PDs for our 5 day academy and throughout the school year. Additionally, Denise or Alisa visited Hamilton twice a month to provide teacher and leadership coaching. We also bought their educational book as a reference and coaching tool, Ready-To-Go Instructional strategies that build collaboration, communication, & Critical thinking. We have prioritized Gradual Release of Responsibility, Differentiation, Student engagement, and student ownership.

Teacher Leader Effectiveness

Provide data from the site's rigorous, transparent, and equitable evaluation system for teachers and principals that takes into account data on student growth as a significant factor as well as other factors such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student academic achievement and increased high school graduation rates; and were designed and developed with teacher and principal involvement.

	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Superior
First Evaluation	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Final Evaluation	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>



Describe the pre-conference and post-conference strategies used by the site. (787 of 1000 maximum characters used)

Teachers have a minimum of two observations for career teachers and three for probationary teachers are required before every evaluation. The rubric contains 20 indicators with 5 domains; 1. management, 2. instruction, 3. growth and improvement, 4. interpersonal skills, and 5. leadership. Following the observation and evaluation, teachers are given a status check and road map to improve effectiveness. From there focus is placed on those who have any 1 (ineffective) and 2 (needs improvement) After every observation, you have 5 school days to then to the observation conference. Obs. 1: October, 11th Obs. 2: December 20th Obs. 3: March 11th Evaluation: March 11th Career Evaluation Process Deadlines: Fall Observation: December 6th Spring Observation and Evaluation: April 3rd.

Teacher Retention

Explain how the site identifies and rewards school leaders, teachers and other staff who, in implementing the selected model, have increased student achievement and high school graduation rates. Discuss the site's strategies for recruiting, placing and retaining these staff members. (641 of 1000 maximum characters used)

We use TLE, Map Growth, and student performance on the OSTP to measure achievement. We place teachers in the grade and skill that fits their skill set. We give leadership roles to highly performing educators. We retain teachers by giving them choices and autonomy such as start and end time and yearly options to change subject/grade. We recruit teachers through our teachers now. We praise our teachers and have a strong culture, this travels by word of mouth to other educators. Another recruitment strategy is our January retention survey. This survey allows us to see what people need to stay and which positions we will need to hire for.

Explain the site's process for identifying and addressing issues with school leaders, teachers and other staff who have not increased student achievement and high school graduation rates. (538 of 1000 maximum characters used)

Through the Tulsa model, we are able to identify and address issues. If someone is struggling we offer them intensive coaching, extended support, and professional development. We have many systems in place, such as PLC, DDI, weekly coaching, and team meeting times. When we provide these types of developments and team building we see an increase in positive adult culture and stronger instruction. If an individual does not improve or does not want to improve then we begin the exit process with them in accordance with the Tulsa model.

Family Community Engagement

List family and community engagement activities planned for the current year that specifically support the site's SMART Goals.

Activity Name	How does this outreach opportunity help achieve SMART Goals?	Date Completed
Back to School Night	(382 of 400 maximum characters used) Parents learn about attendance incentives, build relationships with teachers, and receive free uniform shirts. This helps us build trust and relationships so that we can better communicate our goals. With this time we were able to explain the research behind good attendance and offer families attendance incentives such as free dress passes. This helps us with our attendance goal.	8/19/19
Parent Night	([count] of 400 maximum characters used) Parents learn about Title I supports, our SMART goals, and what standards and objectives their students will be learning throughout the year. Parent night allows time for teachers and families to connect over curriculum, goals, and the importance of student attendance. This supports our goal of increasing attendance and decreasing chronic attendance.	9/5/19
Literacy Night	([count] of 400 maximum characters used) Students and parents enjoy literacy centered activities and take-home resources to boost fluency and reading comprehension. Students and families play while learning in a fun and safe environment. This supports our goal of increasing ELA proficiency as well as builds relationships and trust to support our attendance goal.	11/14/19
Math Night	([count] of 400 maximum characters used) Students and parents enjoy math centered activities, while at the school teachers and admin are able to further build a relationship of trust and strong rapport. Families build relationships and learn in a fun and safe environment. Building this trust and love for learning supports our attendance goal.	2/20/20

Extended Learning Time

Please list the name of the extended learning time activity, enter the number of minutes per day that the activity takes place.

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
1. ELA Intervention	30	30	30	30	30
2. Math Intervention	30	30	30	30	30
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total	60	60	60	60	60

Explain the site's operational flexibility for implementing a fully comprehensive approach to sustainability improving student achievement outcomes and increasing high school graduation rates.(813 of 2000 maximum characters used)

We are increasing our teachers' capacity in order to provide meaningful careers for educators but also to increase the level of their instruction to raise proficiency. By extending our day we have given teachers longer blocks to focus on their lessons and longer plan times in order to get their lesson plans done. We want our teachers to rest once after a hard day of educating! This extra time has allowed for an additional 30 reading and math intervention block on top of the 90 allotted. Because we have longer block rotations, teachers have longer plan times to allow for preparation. This longer plan times also allow for Child Study, IEP, and data meetings as well as their weekly PLCs. With these purposeful structures in place we know we will see our students reach their goals on the MAP and OSTP tests.