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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - B6 - 0320 MCCLURE 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 2: Classroom Evaluation/Assessment The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	2.1- Multiple classroom assessment 2.4- Identification of curriculum gaps using test scores
Learning Environment - Elements 4,5,6	OEE 4: School Culture The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.	4.1- Safe, orderly, and equitable learning environment 4.7- Teachers communicate regularly with student families
Collaborative Leadership - Elements 7,8,9	OEE 7: Leadership The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.	OEE 8: Organizational Structure and Resources The school/district leadership team is organized to maximize the use of all available resources to support high quality performance of students and staff.

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(472 of 1000 maximum characters used)

Our mission is to retain effective teaching talent, because we know experienced teachers have a higher capacity to increase student achievement. Our teachers will expect and provide learning opportunities that are on and above grade level, with appropriate supports, that prepare students to master grade level standards. We will consistently implement social emotional practices that support students in remaining in class as engaged learners, maximizing teaching time.

Continuous Improvement Vision Statement (296 of 1000 maximum characters used)

Our students and staff will have increased attendance, enabling all students to benefit from high academic expectations. We will meet academic, attendance, and behavioral growth goals consistently. Our parents and students are our most valuable resources and have an active voice in our school.

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 (142 of 250 maximum characters used)

Increase the percentage of students who meet their Reading growth goal by 10.1% (44.0 %) This addresses School Improvement Elements 2.1 & 2.4

Pillar and Element

Target Date

AP - Instruction*

5/31/2020

FY20 Priority 2: SMART Goal (169 of 250 maximum characters used)

We decreased unique suspensions last year by 0.6% and with the increased SEL supports we are implementing, we anticipate decreasing unique suspensions by 0.7% next year.

Pillar and Element

Target Date

LE - School Culture*

5/31/2020

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

Pillar and Element

Target Date

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Plan Narrative Rubric

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

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

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.

(7046 of 8000 maximum characters used)

OVERVIEW: 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) Increase the percentage of students who meet their Reading growth goal by 10.1% (44.0 %) This addresses School Improvement Elements 2.1 & 2.4 and 2) We decreased unique suspensions last year by 0.6% and with the increased SEL supports we are implementing, we anticipate decreasing unique suspensions by 0.7% next year. For SMART Goal 1, We will retain effective teaching talent, because we know experienced teachers have a higher capacity to increase student achievement. Our teachers will plan for and provide learning opportunities that are on and above grade level in reading using the leverage of our partnership with Catapult. We will also leverage Real-Time Teacher Coaching for engagement strategies that coach teachers around how to prepare lessons that allow students to grapple with Language Arts objectives and do the cognitive lift. Reflecting on our Vision walks, teachers will continue to deep dive in weekly 90 minute content teams to master which Language Arts objectives are most relevant, embedding strategies that require students to do the cognitive lift, and also comparing those objectives to MAP skills that are missing from the CKLA curriculum. This will prepare students to master grade level standards while achieving their personal growth goals. We will consistently implement social emotional practices that support students in remaining in class as engaged learners, maximizing teaching time. Our Vision for 2022 is that students will have internalized that their teachers have high expectations for their academic growth and that they themselves have a growth mindset in doing the cognitive lift required to own their learning and growth. For SMART Goal 2: we believe that increased supports in SEL Professional Development, including travel to external conferences to leverage learning, will be effective.

EVIDENCE-BASED INTERVENTIONS (EBI): Our ESS mission is to provide the highest expectations in the general education classroom as much as possible, as appropriate in meeting the needs of individual students. Our ESS and ELD teachers co-teach in the general education setting, are included in the planning of lessons, and collaborate with general education teachers. We also use MAP data to guide reading intervention planning to ensure our students with the largest gaps get intensive support from our most qualified teachers. Our attendance team conducts home visits, makes parent contacts, and connects with students who are chronically absent to build relationships and offer resources. Our content teams are supported by ESS, ELD, and G/T specialists who assist teachers in providing appropriate scaffolds. Our specialists provide small group intervention based on the MAP standards students are being assessed on. Our school wide culture and attendance goals include social emotional practices, social justice, diversity and equity, and trauma sensitive teaching. We strategically place staff into teaching teams and assignments based on their strengths and student need. Analyzing our student empathy interviews and the 9EE student surveys showed us that students do not feel respected by their peers and that they have to change who they are in order to fit in. Our students treat each other disrespectfully in class and this impacts student motivation, emotional safety, and ability to learn. Intervention software: Flocabulary, Edmentum, Mind Yeti, Second Step, Art with Heart. Teacher Assistants will support classroom teachers in reading & math interventions as well as behavioral supports.

PROGRESS MONITORING: We continue to look critically at content and teaching practices through our 90 minute content plan blocks. We adjust our practices and embed professional development into our planning meetings to support teachers in their understanding and planning. We give feedback on an ongoing basis to teachers and review data to progress monitor. We will monitor a lot of progress through Whetstone, which teachers and leadership can access and use.

DISTRICT INVOLVEMENT: The district will support McClure 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).

PROFESSIONAL DEVELOPMENT: The professional development opportunities we bring to our team are grounded in research and are opportunities for our team to engage in reflective team conversations and processing. Our academic goals are supported by professional development around intervention, teaching strategies, and coaching. For parents and attendance, our focus will be in developing packets for each specific grade level that include information about attendance, developmental milestones, learning targets, SEL practices, and teacher bios. Our goal is to create a stronger sense of belonging through strong communication around our school culture and partnership with families. We provide real time teacher coaching in both management and instructional strategies to teachers to build their capacity and confidence. Our 90 minute professional learning communities give teachers immediate feedback and support as well. We will continue working with our Social Justice and Equity standards to explicitly teach these skills to staff and students. We will fund PD around this work and use staff meeting time to build teacher understanding. We will continue to fund our Academic Engagement Teacher to support students who are struggling to maintain composure in class. We will spend three days on PD intervention to equip our teachers to use MAP data to provide continuous reading intervention to students. We will use empathy interviews designed for each grade level quarterly and use team planning time immediately following during staff meetings to discuss and adjust based on student voice.

PROFESSIONAL LEARNING COMMUNITIES: Our attendance team meets monthly to review attendance data and to plan incentives and strategies to improve attendance. Our vision walks and IQRs over the past years have given us valuable feedback regarding the opportunities students do and do not have to engage with grade level content in a rigorous way. Teachers are held accountable for maintaining rigorous planning in our content team meetings by sharing their planning, practicing delivery, and getting feedback on both.

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: Increase the percentage of students who meet their Reading growth goal by 10.1% (44.0 %) This addresses School Improvement Elements 2.1 & 2.4

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>3 days of teacher PD around reading intervention (explicit phonics, guided reading, components of a small group, progress monitoring) This supports students in Tier 2 and 3 of RTI</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Jimenez & Leadership team</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Our school plan supports this work by providing paid intervention training for teachers, 2 TAs who will support intervention for our most at-risk grades (3-5), a Reading Specialist who serves grades 3-6, Exact Path online responsive reading mastery program, and Flocabulary subscription.</p> <p>Our school plan supports this work by providing paid intervention training</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Protecting time & securing ongoing funding</p>	<p><i>What is timeline for each action step?</i></p> <p>8/12/19-8/14/19</p>	<p><i>Identify any relevant funding source.</i></p> <p>Title I</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Progress will be monitored through Exact Path & Flocabulary</p>

Use standards mapping done in the spring to create interim assessments in 90m plan blocks.	Admin & content leads	for teachers, 2 TAs who will support intervention for our most at-risk grades (3-5), a Reading Specialist who serves grades 3-6, Exact Path online responsive reading mastery program, and Flocabulary subscription.	No current challenges- time is built into the schedule	August-ongoing	General Fund for team lead stipends	Progress is monitored through Empower and data walks, data dashboard.
Quarterly debrief of interim assessment data in 90m blocks and create reteach plans. RTI 1, 2, 3	Admin & Content leads	Our school plan supports this work by providing paid intervention training for teachers, 2 TAs who will support intervention for our most at-risk grades (3-5), a Reading Specialist who serves grades 3-6, Exact Path online responsive reading mastery program, and Flocabulary subscription.	Protecting time to focus on these strategies, quarterly.	October, January, March	General Fund for team lead stipends	N/A- No data source for tracking.
Reading intervention data review monthly and after MAP administration in 90m blocks and Team Plans during staff meeting	All intervention teachers	Our school plan supports this work by providing paid intervention training for teachers, 2 TAs who will support intervention for our most at-risk grades (3-5), a Reading Specialist who serves grades 3-6, Exact Path online responsive reading	Barriers- monthly monitoring and protecting time for this focus, vs. content planning.	September, December for MAP	N/A	Progress monitored through data dashboard, MAP data

mastery program,
and Flocabulary
subscription.



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: We decreased unique suspensions last year by 0.6% and with the increased SEL supports we are implementing, we anticipate decreasing unique suspensions by 0.7% next year.

Pillar and Element: LE - School Culture

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>Training (and retraining) around RULER classroom charters to create grade level charters</p>	<p>Leadership Team</p>	<p>People, Time</p>	<p>Continuing to focus on school culture & protecting time for re-training</p>	<p>8/16-8/17</p>	<p>N/A</p>	<p>Progress will be monitored through suspension data on data dashboard.</p>
<p>Grade level teams plan social justice lessons based on standards mapped out in the spring for each grade level (beginning with identity)</p>	<p>Grade level teams</p>	<p>People, Time</p>	<p>Protecting time</p>	<p>8/19</p>	<p>N/A</p>	<p>Progress will be monitored through suspension data on data dashboard.</p>
<p>Grade level packets go to families that give content, SEL, and social justice standards for the year, along with teacher information.</p>	<p>Admin to create packets, grade level teams to populate with data</p>	<p>People, Time, Money</p>	<p>Parent/Family contact information is often out of date</p>	<p>8/1-8/5</p>	<p>Title I money for printing services</p>	<p>Progress is monitored through parent surveys and PCAC meetings</p>

<p>Quarterly student empathy interviews during mentoring time with classroom teacher</p>	<p>Classroom teachers</p>	<p>People, Time</p>	<p>Staff needs to be trained to effectively conduct empathy interviews and vulnerable space created to respond appropriately</p>	<p>September, November, January, March</p>	<p>N/A</p>	<p>Progress is monitored through interview collection document, to be created</p>
<p>Implement 2nd Step Guidance Program during scheduled guidance time</p>	<p>Mr. Melton</p>	<p>Time</p>	<p>No barriers identified</p>	<p>Bi-weekly, beginning August 2019</p>	<p>N/A</p>	<p>Progress will be monitored through suspension data on data dashboard.</p>
<p>Create a teacher stipend to facilitate parent communication and involvement, collect parent interest data and identify needs for programming</p>	<p>Ms. Black</p>	<p>Money</p>	<p>Teacher must protect time for PIF work, on top of current teaching role</p>	<p>Ongoing</p>	<p>Title I</p>	<p>Progress will be monitored through suspension data on data dashboard.</p>

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
Reading Intervention	8/12-14	LEA	8/12-14
Weekly PD- Complexity	8-5/20	LEA	
Weekly PD- Interim Assessments	8-5/20	LEA	
Weekly PD- Monitoring	8-5/20	LEA	
Courageous Conversations PD	2/20	External Provider	
RULER (mood meter, meta moment, charters, feeling words)	8/2019	LEA	
Social Justice Refresher	8-5/20	LEA	