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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A3 - 0145 CELIA CLINTON ES

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

Cycle: Amendment 2

Date Generated: 4/21/2020 10:00:25 AM

Generated By: 157555

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	OEE3.1 - Effective and varied instructional strategies used in all classrooms.OEE3.7 - Collaborative examination of student work.	OEE 2: Classroom Evaluation/Assessment2.4 (C) The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps.2.5 (C) Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.
Learning Environment - Elements 4,5,6	OEE6.4 - School improvement goals connect with student learning goals.OEE6.5 - Professional development is ongoing and job-embedded.	OEE 4: School Culture4.1 (B) The school adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment.4.4 (A) All staff members are knowledgeable of and make decisions
Collaborative Leadership - Elements 7,8,9	OEE7.3 - Administrator's growth plan	OEE 8: Organizational Structure and Resources8.9 Funding requests are analyzed by school leadership team and school boards8.9 (A) Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school 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(220 of 1000 maximum characters used)

Celia Clinton is a community of learners which strive to provide a safe and nurturing environment, supporting all educational, developmental, and social needs through our commitment of high expectations for our students.

Continuous Improvement Vision Statement (250 of 1000 maximum characters used)

Celia Clinton supports staff members in the ability to share the vision of Tulsa Public Schools and to work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, career, and life.

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 (225 of 250 maximum characters used)

By the end of the 2019-2020 school year, 50% of K-5th grade students will meet their Fall to Spring growth goal measured by NWEA MAPS, using the NWEA Learning Continuum to move students from one RIT band to the next RIT band.

Pillar and Element

Target Date

AP - Instruction*

5/30/2020

FY20 Priority 2: SMART Goal (168 of 250 maximum characters used)

By the end of the 2019-2020 school year, there will be a decrease in the percent of students suspended by 5% due to the increase in student's emotional learning skills.

Pillar and Element

Target Date

LE - School Culture*

5/30/2020

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		

<p>Professional Development</p>	<p>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).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
<p>Rigorous Review Process <i>(Provide information only if using an external partner.)</i></p>	<p>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.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
<p>Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i></p>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>

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.

(5016 of 8000 maximum characters used)

Overview of Continuous Improvement Plan Our Staff and leadership team has conducted a needs assessment to determine goals to help our least reached students meet grade level standards. We used the Oklahoma Nine Essential Elements Needs Assessment to determine areas of strength and identify areas for growth. Celia Clinton will meet our commitments through input from multiple stakeholder groups. We have reviewed our vision and mission statements and will continue to do so throughout the year with student groups, parents, partners in education and staff to make commitments around how each will own our part of our beliefs. Two SMART goals were identified: 1. By the end of the 2019-2020 school year, 50% of K-5th grade students will meet their Fall to Spring growth goal measured by NWEA MAPS, using the NWEA Learning Continuum to move students from one RIT band to the next RIT band. The action steps will include: 2. By the end of the 2019-2020 school year, there will be a decrease in the percent of students suspended by 5% due to the increase in student's emotional learning skills. Evidence-Based Interventions (EBI) We conducted research and found strong evidence We decided to use TAs in our Kindergarten and 1st Grade classrooms in order to facilitate small group instruction. The use of TAs is a proven Evidence-Based Intervention (EBI). Progress Monitoring We are committed to continuous improvement. This is what success looks like for all of our students. Academic success for our students means each student exceeding their growth goals on the MAP assessments and continuous progress through their personal learning path. This will be accomplished with high engagement and rigor in all classrooms through deeper teaching of content and high student expectations for all. Additionally the teachers will be observed and coached as they implement our learning strategies and new RTI. Social Emotional Learning success for our students means each student has an authentic relationship to self and to others. They understand social justice through empathy, understanding, and are able to navigate the complexities of life. This will be accomplished through a foundation of No-Nonsense Nurturing (NNN), a culture of restorative practices, access to counseling when needed, and a common language and practice to manage emotional, social, and academic success. These practices will be monitored through classroom observation and Real-time-teacher-coaching. Celia Clinton will also continue to learn how to implement practices from the Toolbox within their classroom and through out the school until this has become part of the school culture. Celia Clinton first and second year teachers will receive a minimum of one NNN whisper coaching and third and higher year teachers will have access to the training when needed. The behavior specialist will receive NNN coaching from CT3 to support teacher's classroom management. Celia Clinton teachers will unpack CKLA by unit, create grade level formative assessments, and determine plans for students that do and do not need extra support. Celia Clinton's Leadership team will monitor the implementation of strategies learned in PD through surveys, walk-throughs, and achievement data. We will provide stipends for off contract time for staff that participate in professional development. All focus areas will be impacted through our professional development offerings. District Involvement Our district offers support through a new teacher mentor for the first two years of teaching after which they are transitioned to one of our instructional coaches. All certified staff have access to instructional coaches at their request or that of their administrator. Our teacher teams at Celia Clinton have a team leads that serves as the grade level coaches. All teachers are encouraged to team plan with grade level peers to promote collaboration and allow experienced teachers to guide those on the team who may need additional support. The district also supports our staff and students with data collection and aggregation through the data dashboard. Our teachers can utilize the data dashboard for immediate information on student achievement, attendance, behavior, and family information. Professional Learning Communities/Professional Development Celia Clinton's professional development opportunities will be chosen based on staff discussions about vision for our school and our priority goals. Our reading MAPS scores, disaggregated by subgroup, and our climate and culture data will be resourced to make these selections. Celia Clinton teachers and administrators will create their Professional Learning Focus and discuss it with their evaluator to create a plan and receive support throughout the school year. Our main focus as a staff will continue to be training on implementing IXL as a supplemental

resource and data point to measure growth in reading during weekly data planning meetings. Rigorous Review ProcessN/AOperational FlexibilityN/A

Action Steps

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

Priority 1 SMART Goal: By the end of the 2019-2020 school year, 50% of K-5th grade students will meet their Fall to Spring growth goal measured by NWEA MAPS, using the NWEA Learning Continuum to move students from one RIT band to the next RIT band.

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>
Select an instructional/data tool to be used K-5	Representatives from all grade levels.	Staff Input Money for purchase Hardware to support any technology-based assessments	Getting entire staff trained on any new process Getting entire staff trained on any new software/application	June 2019	Title ICSI funds Bond District	Implementation will be reviewed in Leadership meetings. Class Time
Training for data tool	Principal	PD Money for PD Designated PD time	PD time is hard to find and other matters are also important.	August 2019	Title ICSI funds	Training will take place during scheduled PD and Peer-to-Peer Teacher training.
Diagnostic given to students	Teachers	Class time	Compromising Instructional time for RTI	1st & 2nd weeks of school	Title ICSI funds	Weekly monitoring

Personalized Learning Time (RTI) for Students with Small Group instruction based off of data	Teachers/Teaching Assistants/ELD & ESS Teachers	Time for teachers to analyze RTI	Establishing class routines including Small Group Instruction and RTI	Daily	Title ICSI funds Bond District	Ongoing class-time monitoring
Continuous Diagnostic Questions	Teachers	Class time/Planning Time Observation Time	The staff will need to be analyzed in order to be valuable.	Fridays	Title ICSI funds	Implementation will be reviewed in Leadership meetings.
Data Meeting analyzing Growth Implementation Review of Data Tool	Principal and Teachers Leadership Team	Class time/Planning Time Observation Time	Data will need to be easily accessible and useful to be used daily	Weekly	Title ICSI funds	Implementation will be reviewed in Leadership meetings. Data-focused Staff meetings

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 the end of the 2019-2020 school year, there will be a decrease in the percent of students suspended by 5% due to the increase in student's emotional learning skills.

Pillar and Element:

LE - School Culture

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>
Hire a Behavior Counselor	Leadership Team	Money Candidate	Finding the right candidate to hire Giving the employee the scope of responsibility to make the right difference.	June 2019	Title ICSI funds Bond District	Hiring progress and performance evaluation of the selected candidate will be ongoing.
Hire a Cougar Pause TA Creation of Cougar Pause	Leadership Team Behavior Counselor	Money Candidate	Getting the Counselor/TA to work in tandem in order to address individual student's behavior.	July 2019 August 2019	Title ICSI funds Bond District	The efficacy of the Cougar Pause program will be reflected in the referral data. This data will be reviewed weekly.
CT3 Coaching for Behavior Counselor and Librarian	CT3	Money Attendance at CT3	No-Nonsense Nurturing takes some special training for real time teacher coaching.	1st Semester	Title ICSI funds Bond District	CT3 will be implemented and reviewed at monthly leadership team meetings.

CT3 Training for Staff	Swindell	MoneyEligible Teachers for leadershipTech for NNN	The pace of training will be a challenge to stay out ahead of the novice teachers and their classroom management needs.	August 2019	Title ICSI fundsBondDistrict	The efficacy of CT3 will be reflected in the data around referrals. This data will be discussed in weekly staff meetings.
Toolbox Training for staff and Students	Counselor / Teachers	MoneyTech support for NNNPD training days	Getting teachers used to this type of coaching can be a challenge.	August 2019 / Weekly	Title ICSI fundsBondDistrict	Toolbox training will be promoted throughout the year. Teacher observations and feedback will help monitor the progress of implementation.
Referral AnalysisChild Study Team	Behavior CounselorSocial Service Manager	Data, Staff/Parent/Student inputStaff	Tracking and examining the data behind referrals can be labor intensive.	Biweekly Leadership Team MeetingWeekly Meetings	Title ICSI fundsBondDistrict	Referral data will be reviewed weekly.Child studies will be reviewed weekly.

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
Kagan Workshops	10/14/19	External Provider	10/14/19
OSDE Evidence Based Intervention Training (6/25/19, 6/28/19, 7/8/19)	7/8/19	SEA	7/8/19
CT3	8/15/19	External Provider	8/15/19
IXL	8/16/19	LEA	8/16/19
Toolbox Training	8/16/19	LEA	8/16/19
Reading A to Z	8/16/19	LEA	8/16/19
February PD TBD	2/15/20	LEA	