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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A4 - 0705 CENTRAL HS

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

Cycle: Amendment 2

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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	Instruction 3:6 Sufficient instructional resources are available. The district provides us with curriculum that is aligned to OAS. Title I and School Improvement funds allow us to provide materials that provide scaffolding for students who need supports in addition to the district-provided curriculum. Instruction 3:5	Instruction 3:1 - Effective and varied instructional strategies used in all classrooms. Instruction 3:6 - Instructional Resources. We need to ensure that all of our teachers are consistently implementing curriculum that engages students at the appropriate level and addresses grade-level standards.
Learning Environment - Elements 4,5,6	School Culture: 4:8 High School- as reported by teachers. Interestingly, this is also an area of focus since different stakeholders groups reported otherwise. This tells us there is a disconnect between how teachers perceive the culture and how it is perceived by students. Professional Growth: 6.8	School Culture: 4:8 While teachers consider school culture an area of strength, as do many teachers, that is not the reality for many students. Students' responses on the student surveys reveal that many of them they lack a sense of belonging and do not feel connections with other students or adults in the building. When this is improved, student attendance will improve. We need to help students in visualizing and preparing for post-secondary education, life and career options. We want to be intentional on making connections outside of the school to the work that is taking place inside the classroom. This will include vocational, professional and educational opportunities for grades 9-12.
Collaborative Leadership - Elements 7,8,9	7.4 and 7.5: The leadership team disaggregates data and shares it with the school staff; they also provide training for teachers in the use of the Data Dashboard.	9:1 and 9:13 We need to ensure that all of our teachers are involved with the creation and implementation of the school-wide 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(91 of 1000 maximum characters used)

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

Continuous Improvement Vision Statement (223 of 1000 maximum characters used)

Central High School commits to embracing art and creativity and to creating well-rounded students whose passion, drive and abilities prepare them for future endeavors while embracing our century-new tradition of excellence.

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 (67 of 250 maximum characters used)

Our attendance rate will increase to 87% by the end of SY 2019-2020

Pillar and Element

LE - School Culture*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (100 of 250 maximum characters used)

Scholars will increase reading growth by 10% to an average of 54 as measured by the NWEA MAP scores.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

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

Pillar and Element

Target Date

5/1/2020

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.

(6603 of 8000 maximum characters used)

OVERVIEW:In developing Central High School's 2019-20 schoolwide plan, the leadership team reviewed OSTP data, our schoolwide data picture, the 9EE Needs Assessment results, and stakeholder surveys. We decided to focus once again this year on attendance. Last year we were able last year to increase our ADA to almost 85%, even with the district's addition of suspension days to overall attendance. Understanding the effects that regular attendance has on academics, we are building on last year's progress and setting a goal for this year of 87% ADA. We believe that a sense of student belonging is the key to improved attendance. To that end, we are increasing opportunities for students to connect with adults and peers in the building through increased extra-curricular activities and social/academic clubs/organizations. During the first semester we will recruit adult volunteers to assist us in establishing eight fully-functioning clubs/organizations that are tailored to student interest and create a sense of belonging. Advisory classes will be used as an opportunity for students to develop a relationship with an adult who guides him/her in developing goals in attendance, academics, and post-secondary school. We know that another important element of regular attendance is that students feel school is relevant. Our 9EE Needs Assessment revealed that students need help in visualizing and preparing for post-secondary education, life and career options. We want to be intentional on making connections outside of the school to the work that is taking place inside the classroom. This will include vocational, professional and educational opportunities for grades 9-12. An Attendance Team will aggressively monitor attendance, looking for trends, contacting parents, identifying students in need of interventions, and contacting families. The attendance team will be led by our Title I-funded Learning Director and our School Improvement-funded Parent Involvement Facilitator. The second focus in our plan is on literacy growth. Last year we obtained a reading growth of 4% on the MAP assessment. This year, with continued, focused efforts, we will meet our growth goal of 10%, bringing us to 54% growth. Although our math scores are lower than reading, we believe that literacy must be a priority since it impacts all other content areas. Students taking the SAT often perform poorly on cross-test scores in science and history/social studies because of their low reading analysis skills. To achieve our reading growth goal, we will continue implementing the Summit curriculum through 10th grade. Summit relies heavily on technology, so some 5150 funds will be used to update or replace existing computers and headphones. Additionally, we are hiring a Reading Interventionist to provide targeted, intensive interventions to identified students. All students will participate in Reading Plus weekly during advisory, with identified students receiving additional regular supports. A Reading Plus representative will provide training to teachers who are implementing the program, and will follow up throughout the year to assist in analyzing data and support as needed. Teacher Assistants will be included in the Reading Plus professional development, as they will be assisting classroom teachers in monitoring student usage and in facilitating small groups within the classroom. As the district is supplying MAP assessments for our benchmarks, we will use MAP Skills so that students can have customized programs to address individual deficiencies.

EVIDENCE-BASED INTERVENTIONS: The use of a dedicated parent facilitator to facilitate family engagement and to help parents build efficacy to support their children's success in school has strong evidence as an effective intervention. Central's parent facilitator is passionate about building relationships with parents and in using those relationships to improve student attendance and subsequently academics. Sustainability will be attained by growing parent and school collaborative relationships. The leadership team accessed Evidence for ESSA and What Works Clearing house to select a literacy intervention. Reading Plus was chosen because it has a "strong" ESSA rating, meets our needs for flexibility, and has been successful as a pilot in other Tulsa secondary schools. Technology purchased with 5150 funds will support the Reading Plus interventions. Tutoring is another EBI that will be provided to help students meet reading growth goals. Teachers certified in ELA will provide tutoring to students needing additional help. Since students are not always willing to come early or stay late for tutoring, a Title I-provided parent involvement facilitator will support this program by reaching out to parents.

PROGRESS MONITORING: Our attendance team will meet weekly to analyze data as a team. They will identify students in need of intervention

and alert advisory teachers for one-on-one encouragements, as well as discussions to identify issues with transportation. Progress towards meeting our reading goal will be monitored by the Reading Interventionist and Learning Director. They will monitor on a daily basis and will share information at bi-weekly leadership team meetings, where individual or systemic interventions should be made.

DISTRICT INVOLVEMENT: The district supports our SMART goals through the collection of data on the Data Dashboard and multiple filtering tools to provide relevant information. The district also provides training on the use of the Data Dashboard. This is one of the primary sources of progress monitoring for our goals. Additional supports include MAP assessments, technology for implementation of Reading Plus, professional development and ongoing support for the Parent Facilitator, providing release time for professional development, providing SUMMIT curriculum and related professional development.

PROFESSIONAL LEARNING COMMUNITIES: For SY2019-20, PLCs will be dedicated to the following: analyzing data and identifying interventions, particularly as it relates to attendance and literacy. TPS is facilitating Vision Walks for administrators and the analysis of data collected during the various school classroom visits. Site administration will introduce lessons learned during the PLCs, which will guide topics toward creating and implementing challenging lessons aligned to Tulsa Learning Expectations and the OAS.

PROFESSIONAL DEVELOPMENT: Professional development will focus on analyzing data and creating a follow-up plan, utilizing Reading Plus and NWEA MAP skills.

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:

Our attendance rate will increase to 87% by the end of SY 2019-2020

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>
4.2, 4.3 - Create 19-20 team for aggressive attendance monitoring and targeted interventions for all students.	Gilley/Carter/Dillard/Johnson	Access to Data Dashboard and Power School; Impact Tulsa; TPS Student and Family Servies	Barrier: attendance initiatives get pushed aside throughout the year. Solution: Hold team accountable for weekly meetings.	September 3	5118	weekly team meetings
5.1 Establish 8 fully functioning clubs/organizations that are tailored to student interest and create belonging.	Gilley	TBD	Barrier: lack of club leaders. Solution: contact community partners	2nd semester	community donors	progress monitoring team in bi-weekly leadership team meetings
4.8 Roll out advisory (100% participation in social/emotional activities)	Dillard	Character Strong Curriculum	Barrier: lack of buy-in from some teachers. Solution: Emphasis on importance of relationships and make expectations	8/28	curriculum previously purchased with Title I funds	after school PLCs; Leadership team meetings

5.5 Implementation of ICAP	Carter	State provided resources	<p>clear</p> <p>Barrier: lack of buy-in from some teachers. Solution: Emphasize importance and relevancy and the state mandate.</p>	1st semester	none needed	<p>counselor check-ins with advisors; semester reports from AP Carter</p>
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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: Scholars will increase reading growth by 10% to an average of 54 as measured by the NWEA MAP scores.

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>
2.8, 3.2 and 6.3 - Teacher and TA training on Reading Plus	Principal Gilley	Technology; Reading Plus Consultant; Reading Interventionist	teachers who are not present for the training will receive follow-up training by Reading Plus consultant and support from Reading Interventionist	8/16	5118, 5150, district	Reading Plus has built-in assessments; MAP MOY and EOY
2.1 and 3.2 - Implementation of Reading Plus	Principal Gilley	Technology; Reading Plus Consultant; Reading Interventionist	technology issues: non-working technology will be identified and replaced	ongoing	5118	Reading Plus has built-in assessments; MAP MOY and EOY
2.4 and 2.5 - Establish progress monitoring team	Yarbrough and Reading Interventionist	Data Dashboard; Reading Plus Reports; Summit Data	none anticipated	8/10 and ongoing	5150	Data Dashboard; Reading Plus Reports; Summit Data
			technology issues:			

2.1 and 3.2 Implementation of MAP Skills	Principal Gilley and Erin Lester	technology; licenses	non-working technology will be identified and replaced	ongoing	5150	Data Dashboard; MAP Skills internal reports
2.1 and 5.4 Extended Day Tutoring	Robin Postier	ELA Certified Teachers	students not wanting to come early or stay after; identified students will be communicated with personally by content area teacher and advisory teacher. Additionally, parents will be called and encouraged to ensure child's attendance.	September - May	5118 and 5150	Data Dashboard; Reading Plus Reports; Summit Data
2.1, 3.2, 3.5 - Reading Interventionist	Principal Gilley	ELA Certified Teacher; flexible scheduling for push- ins and pull-outs as needed	none	ongoing	5150	Progress Monitoring Team in weekly PLC; MAP assessments; Reading Plus data; records kept by Reading Interventionist

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
NWEA MAP Skills	8/2019	LEA	
Reading Plus	8/16/2019	External Provider	
Parent Involvement Overview	8/19/2019	LEA	
Summit	8/2019	LEA	
Attendance Matters for Parent Facilitators	9/10/2019	LEA	
Data Dashboard/Data Analysis	10/2019	LEA	
Reading Plus	12/2019	External Provider	
TBD	2/18/2019	LEA	
TBD	2/19/2019	LEA	