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Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - A8 - 0350 THELMA R. PARKS ES

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

Cycle: Original Application

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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	Teachers have developed grade-level learning goals to ensure articulation of the standards. 1.2 District facilitates and communicates OAS standards1.7 Common academic core, as identified by OASI adjust instructional strategies and activities based on student learning objectives.3.1 Effective and varied instructional strategies used in all classrooms.3.2 Alignment of instructional strategies and learning activities3.3 Monitoring of instructional strategies and learning activitiesI adjust instructional strategies and activities based on student learning objectives.3.1 Effective and varied instructional strategies used in all classrooms.3.2 Alignment of instructional strategies and learning activities3.3 Monitoring of instructional strategies and learning activities	I have the opportunities to work with others to eliminate curricular gaps. 1.3 Discussion of overlaps and gaps in curriculum 1.6 Systematic evaluation of curriculum ensuring its alignment to OASI regularly integrate technology to enhance instruction. 3.5 Use of technology
Learning Environment - Elements 4,5,6	I believe all students can learn.4.2 Facilitation of the belief that all students can learn at high levels4.3 Academic and behavioral expectations are high	School leaders implement practices that focus on high achievement for all students. 4.8 Teachers and staff inspire best efforts4.10 Student achievement is publicly celebrated
Collaborative Leadership - Elements 7,8,9	7.6 Time spent on curricular and instructional issues7.10 School staff focuses on academic performance -- the school and the district is making a priority for this school to have dedicated professional time toward improving student achievement	9.1 The school's vision, mission, and beliefs -- before school begins, staff will come together to create a vision and mission based on their collective, shared beliefs; once created vision and mission will be shared with all community partners

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(230 of 1000 maximum characters used)

Everyday, Thelma R. Parks Elementary will provide a safe and passionate learning environment for all by fostering relationships, engaging the community, and empowering students to become creative, and innovative critical thinkers.

Continuous Improvement Vision Statement (189 of 1000 maximum characters used)

Thelma R. Parks Elementary will transform lives by setting high expectations and unleashing the potential of every student to achieve success and contribute to a healthy thriving community.

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 (178 of 250 maximum characters used)

By the end of the school year, students will recognize the environment as safe, orderly, and equitable as demonstrated by an average score of 2.0 on student surveys (grades 1-4).

Pillar and Element

LE - School Culture*

Target Date

5/20/2020

FY20 Priority 2: SMART Goal (197 of 250 maximum characters used)

By the end of the school year, our school will demonstrate curriculum alignment with an increase of 10 percent from the beginning of the year in reading and math, with benchmark scores as evidence.

Pillar and Element

AP - Curriculum*

Target Date

5/20/2020

FY20 Priority 3 (Competitive): SMART Goal (247 of 250 maximum characters used)

Pillar and Element

Target Date

By 5/22, Parks will build/develop leadership capacity by participation in the UVA Program and implementation of the 4 levers of turnaround competencies. Growth will be measured by the Behavior Event Inventory, and Marzano School Leader Evaluation

E - Leadership

5/20/2022

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.

(7947 of 8000 maximum characters used)

Overview of CIP- The 9 Essential Elements Needs Assessment findings were utilized, with OSTP student assessment data and district benchmark assessments. Surveys were distributed to teachers, students, and families to collect perception data about Parks Elementary. Data triangulation facilitated the identification of two SMART goals: 1. By the end of the school year, students will recognize the environment as safe, orderly, and equitable as demonstrated by an average score of 2.0 on student surveys (grades 1-4). 2. By the end of the school year, our school will demonstrate curriculum alignment with an increase of 10 percent from the beginning of the year in reading and math, with benchmark scores as evidence. Data collected from student surveys, indicate areas pertaining to school culture rated low. This data, as well as a high staff turnover and change in the student population, make school culture a high needs areas. Positive school culture must be established for collaboration and learning. The school culture SMART goal is Thelma R. Park's first priority. The proposed action plan for the culture SMART goal includes the following tasks: * Attending and Implementing Capturing Kids Hearts* Administering a Stakeholder Survey related to school culture * Scheduling school wide assemblies to celebrate success and develop traditions* Scheduling daily morning meeting time to address social/emotional topics* Utilizing a parent liaison to work with students and families* Book Studies (Wong, Management, Bucket) school culture strategies Overall data reveal students lack literacy skills. PK-2nd Grade demonstrate deficiencies associated with phonemic awareness, phonics, and sight word recognition. PK-2 demonstrate deficiencies in basic number sense. Inadequate foundational skills in reading and math, hinder the student performance in grades 3/4. Proposed SMART goal for reading and math includes the following tasks:* Aligning instructional resources to OAS* Providing technology(flat Panel)to utilize the virtual components of district resources* Developing weekly PD based on teacher need (SBI, i-station, intervention strategies)* PD provided with Striving Readers Grant* Providing teams weekly planning to unpack standards and ensure 4 T's (target, task, talk, text) alignment* Administering/analyzing results of district benchmarks* Establishing students goals/celebrating success Action Steps- Realistic, Achievable, and Sustainable- Two SMART goals identify challenging, yet attainable growth. Action steps are realistic, achievable, and sustainable through building human resources: school staff, administration, and community partners. School improvement funds will be investments in growing/retaining our teachers through meaningful, purposeful professional development and building relationships. Other steps achieve sustainability by providing teachers with the tools/resources for site-wide consistency. Naming Parks an Innovate Transformation school, the district is committed to supporting school improvement efforts by providing additional funding/resources. This will result in lasting change. Proposed 515 expenditures are: Flat Panels to utilize virtual components curriculum, as well as build class culture. Flat panels will allow the teachers to utilize the digital components of Benchmark Literacy/Math In Focus, and other interactive technology such as apps, educational games, and MyON. Stipends for PD and culture building activities beyond the contract. Travel and Consultation to University of Virginia, school sites will raise educational outcomes significantly by building on the capabilities in order to strengthen district and school leadership. The UVA-PLE believes the limited effectiveness of school system leadership and K-12 organizational design is at the root of our educational challenges. Travel to identified sites will allow collaboration and next steps planning. Also, additional PD and reports to guide instruction with Istation. Evidence Based Interventions- Leadership selected interventions with strong to moderate evidence. The main resource aligned to our First SMART goal is implementation and follow up with Capturing Kids Hearts. This program is sustainable, as it provides teachers with tools to build relationships with all stakeholders, as well as help promote positive school culture. The resources aligned to our second SMART goal include I Station, Leveled Literacy Intervention, Benchmark Literacy, and Math in Focus, including the virtual components. Sustainability will be achieved by growing teachers as teachers of reading and math and by providing the foundational skills students need for future student mastery. All teachers will implement research-based literacy and math instruction. Progress Monitoring-All students in K-4 will be screened, progress monitored, and interim

assessed using I station. The additional supports we are purchasing with 515 funds will support this initiative. In addition Fountas and Pinnell assessments will be given as an additional data point. The leadership team will use the results of these assessments to make informed decisions concerning professional development needs, as well as instructional decisions. Sustainability will be achieved through consistent practice of screening and progress monitoring, and analyzing all student assessment data to make informed instructional decisions. This information will be the focus of weekly PLC meetings. District Involvement- The district supports Parks as an innovative, transformational school. A result is an additional 3 hours of PD/planning per week. The schedule allows for daily morning meeting and academic intervention. Funds hired an instructional coach, reading specialist, and parent liaison. The district has hired an Instructional Leadership Director that has documented school success. The ILD supports the site in establishing policies, structures, and procedures to increase academic achievement and improve school culture. Professional Learning Communities- Weekly PLC meetings are devoted to analyzing data to identify students that would benefit from intervention and identifying adjustments in instructional practices. (4T's/student collaboration). Reviewing student work is critical to ensure students grow and work is differentiated. PLC will meet each week for 45 minutes. Professional Learning- All PK-4 teachers participate in weekly PD based upon data, student achievement, curriculum resources, school culture, and initiatives. District technology coordinator meets with the technology team at monthly meetings. Based on the Tech Committee meetings, PD will be scheduled that will integrate technology, as well as enhance teaching and learning. The effectiveness of this PD will be measured by an increase in student achievement scores on district assessments. The site is a recipient of The Striving Readers Grant which provides PD pertaining to Benchmark Literacy, Scholastic, and small group instruction. After the initial Capturing Kids Hearts training, there will be 4 follow up visits to monitor school culture. The PD activities identified in the CIP are related to the school's SMART goals. Review Process- I Station Training Priority 2- Literacy and Math UVA Schools Priority 1- Culture Priority 2 Literacy and Math The mission of UVA is to raise outcomes significantly by building on the capabilities in order to strengthen district and school leadership. The UVA-PLC believes the limited effectiveness of school system leadership and K-12 organizational design is at the root of our national education challenges Operational Flexibility- A previous barrier to success was finding the time to provide quality professional development to teachers. The district has helped remove this barrier by naming the site an Innovative Transformational School.

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 school year, students will recognize the environment as safe, orderly, and equitable as demonstrated by an average score of 2.0 on student surveys (grades 1-4).

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>
Implement Capturing Kids Hearts	Michelle Lewis Jonelle Polk Stephanie Gilliam	Walk through evaluation	Teachers will fall into "old habits". Possible solution is to reference CKH in weekly memo	Year long	511 Budget	Walk Through Evaluation Form
Create and administer survey	Allison Stephens Shelby Davis Patty O'Donnell Elizabeth Griffin Jamie Gibbons	School created survey	Students may not understand the questions. Use pictures for younger grades	BOYMOYEOY	N/A	Average scores of the survey.
Book Studies- Harry Wong, Classroom Management, How Full is Your Bucket	All staff Administrators	Books Time 515 Funds	Time Guarantee staff reads the book	Year Long	515	Implementation of strategies discussed in the books, as observed during walk- throughs

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 school year, our school will demonstrate curriculum alignment with an increase of 10 percent from the beginning of the year in reading and math, with benchmark scores as evidence.

Pillar and Element: AP - Curriculum

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>
Weekly 3 hour Planning Time	All classroom teachers	Standards, Bundles, assessments, student samples, Reading Specialist, Instructional Coaches, and data	The biggest barrier is utilizing the time effectively. The possible solution is creating an agenda and assigning roles to team members, which would help utilize the time effectively.	Yearly	District fundeed	benchmark assessments and state testing
Professional Learning Communities	Administration and all classroom teachers	Standards, Bundles, assessments, student samples, Reading Specialist, Instructional Coaches, and data	The biggest barrier would be consistently meeting with all members of the professional learning communities. The possible solution	Yearly	none	benchmark assessments and state testing
		Instructional Coaches, district				

Professional Development- I-Station, Technology Training	Leadership Team	personnel, the use of trainers from the supplemental resources we use in the district, and leadership team	The biggest barrier would be teacher burn out. PD must be relevant to needs.	Yearly	District funded	benchmark assessments and state testing
Travel to UVA Sites	Leadership Team	Create systems to prioritize what is necessary to create a clear vision for the school improvement, create and implement a cohesive assessment strategy, responsive data systems and a high-quality curriculum	Barriers would include subs for the visits and communicating the information to staff that did not attend	Yearly	515 Funds	Information would be shared all staff during weekly PD, PLC, and staff meetings. Measured with benchmark assessments and state testing
Use of Technology in Instruction-Flat Panels	All Staff Members	All staff members will utilize digital components of Benchmark Literacy and Math In Focus. All staff members will utilize flat panels to incorporate apps, technology games, MyOn, etc.	Barriers include purchasing/installing the necessary technology. Also, providing PD so the tool is used interactively and for educational purposes.	Yearly	515 Funds	Measured with benchmark assessments and state testing

Action Steps

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

**Priority 3
SMART
Goal:**

By 5/22, Parks will build/develop leadership capacity by participation in the UVA Program and implementation of the 4 levers of turnaround competencies. Growth will be measured by the Behavior Event Inventory, and Marzano School Leader Evaluation

**Pillar and
Element:**

E - Leadership

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>
Administrators will take the BEI	UVA Dr. PerryMichelle Lewis	Time District Funds		Nov. 4/5, 2019	District	Completion of Inventory
Review of plan and goals written by Dr. Perry	Dr. PerryMichelle Lewis	Time District Funds		Nov. 30, 2019	District	Plan and Goals
UVA Site Visits	Grade Level Chairs Dr. PerryMichelle LewisJonelle Polk	Time 515 Funds		12/20/2019	515	Monthly Evidence Based Site Visits, based on observations/best practices
Evidence Based Monthly Site Visits	Dr. PerryMichelle Lewis	Time		5/20/2020	N/A	Walk through form Marzano Leadership Form
Grade Level Leads will meet with staff to debrief/disseminate information from the	Grade Level Chairs All Staff Administrators	Time		1/31/2020	N/A	Class Walk-Through PLC

site visits for
improved practice

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
Capturing Kids Hearts	7/22/2019	External Provider	7/23/19
Innovative Transformational School Culture Professional Development (Vision/Mission)	7/24/2019	LEA	7/26/2019
Benchmark Literacy Training	7/31/2019	External Provider	
LSI Leadership Academy	5/17/2019	External Provider	
3 Hours of PD/Planning per week pertaining to SBI, Curriculum, and Culture	8/12/2019	LEA	
UVA Transforming Schools	6/10/2019	External Provider	
SDE Standards Training/Resources	9/1/2019	SEA	