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Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - A5 - 0283 M.L. KING JR. 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	Element 1, Curriculum, as this is provided mainly by the district.1.1 curriculum alignment1.3 discussion of overlaps and gaps in curriculum1.6 systemic evaluation of curriculum ensuring its alignment to OAS	Element 3, Instruction. When looking at school data we could see that our instructional practices were leading to a variance in how students performed. Our third grade increased reading scores by several percentage points, while 4th grade was stagnant or lower. When looking at root causes, we were able to determine that classroom practices which were more focused on best practices and looking at target/task alignment to standards were what made a difference.
Learning Environment - Elements 4,5,6	EE4, 4.1 - safe, order and equitable learning environmentSchool Culture - while we have a lot of new staff and students coming together for this school year, we feel that with the current and new staff, our school is fairly cohesive and is on the same page as far as student expectations, our building environment, and what we want for our students. With our Capturing Kids Hearts training, all staff were able to connect and begin the year with a sense of urgency, but understanding of the specific needs to our student population. Trauma training will be provided, as well as project equipped. We will continue to monitor and implement PBIS strategies which increase positive interactions between staff and students.	EE4 4.1 - safe, order and equitable learning environment - while we have some steps in place, we will continue to find ways to provide a safe environment for all students and staff.EE6 - Professional Growth, Development, and Evaluation. With so many new teachers and staff coming aboard, we feel that we need to have consistent PD for staff to keep everyone on the same page as far as content knowledge, as well as personal goal setting. We know there is a variety of skill sets from Emergency Certified teachers, to TFA teachers, and up to our most veteran teachers. We want to ensure a rigid PD plan which includes 3 additional hours a week of plan time by grade level, focused PLC's and common planning time. These meetings all need to be strategic in planning for student success, so we will need to focus much of our time on what best PLC practices look and feel like, as well as continuous job-embedded PD to keep our practices relevant to the World today.
Collaborative Leadership - Elements 7,8,9	EE8, Organization Structure and resources - We have adequate staff, resources, and time planned for the work we have to do this year, so our structures and resources are in place.	EE7, 7.1, 7.2., 7.3, 7.4 Leadership's shared vision, Leadership decision process, administrator's growth plan.The work we focus on this first year as a Transformational School will include the growth of the leader and the 4 turnaround leader competencies.

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(148 of 1000 maximum characters used)

Our mission is to develop meaningful relationships and use best practices to transform our school into a successful innovative learning environment.

Continuous Improvement Vision Statement (150 of 1000 maximum characters used)

In the spirit of Dr. Martin Luther King, Jr., our school community is committed to empowering and engaging our students to lead as life-long learning.

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 (136 of 250 maximum characters used)

By the end of the year, MLK will have 20% of 3rd & 4th grade students combined, passing the reading OSTP with state results as evidence.

Pillar and Element

AP - Instruction*

Target Date

5/20/2020

FY20 Priority 2: SMART Goal (133 of 250 maximum characters used)

By the end of the year, MLK will have 15% of 3rd & 4th grade students combined, passing the math OSTP with state results as evidence.

Pillar and Element

AP - Instruction*

Target Date

5/20/2020

FY20 Priority 3 (Competitive): SMART Goal (244 of 250 maximum characters used)

By 5/22 MLK will build and develop leadership capacity through participation in the University of Virginia Turnaround School Program

Pillar and Element

E - Leadership

Target Date

5/20/2020

and implementation of the four levers of turnaround competencies.
Growth will be measured by BEI/Marzano Tool.

E - Leadership

10/20/2022

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		

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.

(7966 of 8000 maximum characters used)

Overview of CIP - The Oklahoma Nine essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP students assessments data, and current benchmarks available. Electronic surveys for teachers, students, and parents were distributed to collect data about the perception of the school and district. From this data we were able to determine our site's the primary SMART goals for this school year.1.) By the end of the year, MLK will have 20% of 3rd & 4th grade students combined, passing the reading OSTP with state results as evidence.2.) By the end of the year, MLK will have 15% of 3rd & 4th grade students combined, passing the math OSTP with state results as evidence.3.) Implement a rigorous planning schedule for all teacher teams by end of first semester. (10/11/19)Our overall data indicates progress was made in one grade level for reading and math, but not for the other three grade levels tested. When we drilled down to the root cause, we determined that effective classroom practices and content knowledge were the factors for growth vs stagnant classrooms. From the findings, as well as having our team prioritize the 9 essential elements, it was clear that instructional practices would be our focus for the year in order to achieve our smart goals of raising our reading and math scores. To do this, the following structures will be in place for the upcoming school year and beyond for all 3 goals.-Align all instructional resources to Oklahoma Academic Standards-Produce a Professional Development calendar for the year focused on reading and math best practices and individual needs of teachers-Use early student snapshot data from iStation and district benchmarks to develop strategic groups and interventions for each class, as well as include a common intervention block of 30-45 minutes daily-Produce common daily planning time for all grade levels-Produce a 3 hour weekly block of planning for each grade level (this is a district initiative for the Transformation Schools for 1st-4th grades). We will align resources to include our Pre K and Kindergarten teams-Provide PD which includes effective PLC's, analyzing data, and coaching. PD will also be centered around Benchmark Literacy, Fountas and Pinnell First 30 Days of reading and writing, Daily 5, Guided Reading Groups, Math in Focus curriculum, and Standards base planning and instruction-Hire two instructional coaches as support for team teachers-Provide PD around iStation and it's intervention component-Provide continuous support/coaching on critical components of lesson planning and reviewing with teams bi-weeklyEvidenced Based Interventions(EBI) - The school team reviewed SDE What Works Clearinghouse to select "Strong Evidence", in conjunction with district leaders, to determine which interventions we would use for math and reading. iStation has been approved and selected as an SDE "Strong Evidence", as well as Fountas and Pinnell Literacy Intervention Pk-4th Grade. Sustainability will be achieved by providing direct PD for LLI and iStation at the site and district level. This will provide foundational skills and strategies for teachers to recognize and understand student needs. The two coaches will assist with direct PD for LLI intervention kits and iStation supports. We will also utilize PD from our iStation coordinator to help teachers analyze and understand the data they receive from their BOY, MOY, and EOY reporting. All teachers will implement Fountas and Pinnell First 30 days of reading and writing, as well as read alouds/shared reading, guided reading groups, and writing workshop, interactive writing, word work, and phonics as needed. Our master schedule will include a 30-45 minute block for each grade level to do additional Intervention work (or enrichment) using LLI intervention kits. Teachers will utilize the guided math model to form guided math groups to provide additional supports. We will utilize iStation math intervention and direct instruction in small groups based on foundation math fluency and student needs.Progress Monitoring: All students will be initially screened with iStation reading and math at the BOY, MOY, and EOY. 3rd and 4th grades will also utilize district snapshots in Mastery Connect to determine their needs. Additional progress monitoring will be provided by Fountas and Pinnel benchmarks(as warranted to check for student growth), iStation (monthly), and via teacher generated formative assessments. Teachers will meet weekly to review student results, analyze data, and formulate next steps. Instructional coaches and admin will be part of the teams to provide support in data review and next steps, as well as formulating plans for our most at-risk students. Lesson plans with specific targets aligned to standards will be reviewed to ensure teachers are teaching at the appropriate task level.District Involvement: The

district has provided Transformation school with an additional paid 3 hours a week for each team to plan, provide pd, and analyze student data each week. They are supportive of additional time during the day to provide small group instruction. The district has provided supports in ways of grants, such as Striving Readers, which provides funds for additional coaches, resources, and PD directly related to our school goals. The PD department is targeting their focus on district curriculum and has created a more visible calendar of PD events throughout the year, including Math in Focus year in in PD look - which will help teachers learn the new program in a little more depth. In addition they have provided resources for us to purchase more LLI Intervention Kits so classroom teachers have them more readily available. They have also been flexible with budgets as we provide incentives for teachers as they receive additional PD outside contract time. This has helped teachers receive training on various programs before students started, but also provided incentives throughout the year. Professional Learning Communities: This is a main focus for our teams this school year. Our admin team determined early on that in order for our grade level chairs to lead effectively, we would need to provide supports for them centered around effective PLC's. This support will be provided in two ways for the 2019-202 school year. Learning Sciences Institute will be utilized to help build leadership capacity through a leadership academy program this year. All teachers attend PD on how to lead effective teams - they will have 6 full days of training this year. In addition, we have established a school calendar which sets up consistent team collaboration for each grade level, and are currently working to extend that between grade levels. The teams meet each week for 3 hours after school, but they also meet once a week during planning time with the administration team and instructional coaches. During this time we collaborate on student outcomes via student work and assessments, and for next steps. Each team is assigned a specific coach and admin which attends meetings. Teachers have been given site PD on effective PLC's and creating SMART goals for each group. Each group will use their PLC time to establish a grade level goal once we have reviewed initial BOY testing for both reading and math. Professional Learning: Capturing Kids Hearts, to help set the culture and tone for the year. F&P, LLI, and Learning Science Institute. As a transformation school, we will also use UVA site visits to understand better what a transformation school looks and feels like. PL will focus on Math in Focus, iStation, and continuous PD in best literacy practices - guided reading, writing, etc. Teachers will each complete a professional learning focus for the year and submit it via their Marzano evaluation tool - a specific goal they will focus on the year.

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 year, MLK will have 20% of 3rd & 4th grade students combined, passing the reading OSTP with state results as evidence.

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>
Ongoing PD around best literacy practices, including first 30 days, benchmark literacy, guided reading groups, LLI kits	Grade Level Chairs Instructional Coaches Administrators	PD Calendar, needs assessment, instructional coaches	Variety of teachers at different teaching experience level, particularly EC and TFA teachers. They will need additional supports.	Beginning in June and continuing throughout the school year.	Striving Readers Grant, Benchmark Literacy Training, LLI Kits, iStation	From school calendar throughout the year, survey from teachers, teacher classroom observation, collaboration among admin/IC's
Common Planning Time	Administrators	Schedule	Getting schedule to fit so teachers have common plan time	July before school starts Daily common plan time at designated time	n/a	Daily Schedule Before school starts
PLC's are established	Administrators	schedule	Getting schedule to fit so teachers have common plan time	July to begin Weekly meetings. This is the 3 hours per week the district has set up	Title 1 (District and site level) for paying teachers a stipend to work after contract hours.	Daily Schedule, PLC Team notes

Review of student outcomes of initial BOY iStation results

Administrators, IC's, teachers

test scores, understanding of scores, and data tool to organize student results

This is a new program this year so there will be a learning curve

After BOY is complete and all students are assessed, approximately week of September 16th

iStation - District purchase general program, we will purchase the intervention and ongoing program from 515

Data collected from BOY to MOY to EOY.

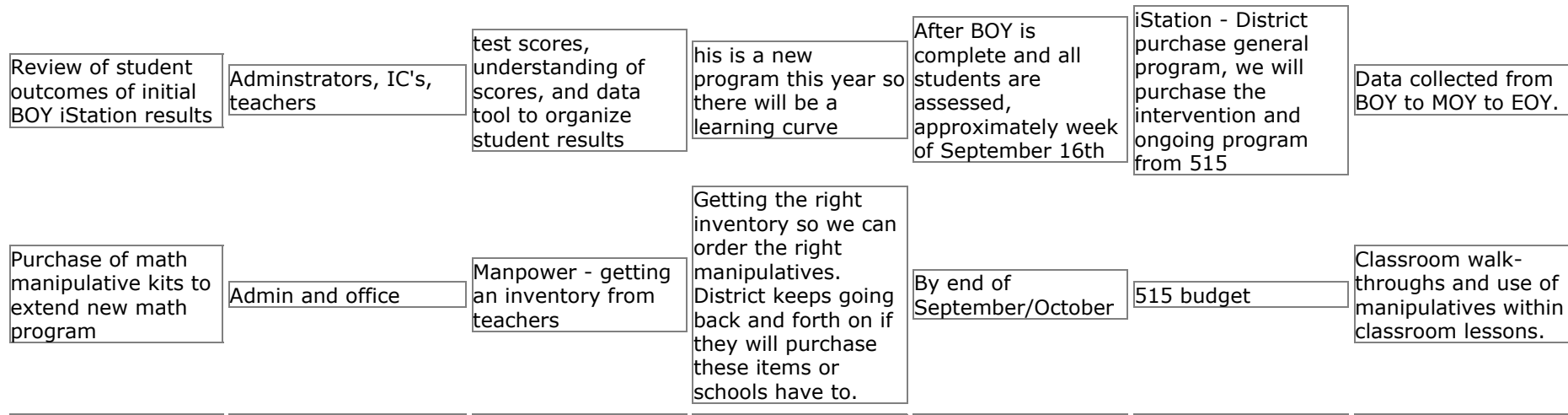
Action Steps

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 year, MLK will have 15% of 3rd & 4th grade students combined, passing the math OSTP with state results as evidence.

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>
Ongoing PD around new math curriculum, Math in Focus, and guided math model	Grade Level Chairs Instructional Coaches Administrators	PD Calendar, needs assessment, instructional coaches	Variety of teachers at different teaching experience level, particularly EC and TFA teachers. They will need additional supports.	Beginning in June and continuing throughout the school year.	iStation math component, Title 515 budget	From school calendar throughout the year, survey from teachers, teacher classroom observation, collaboration among admin/IC's
Common planning time	Administrators	Schedule	Getting schedule to fit so teachers have common plan time	July before school starts Daily common plan time at designated time	N/A	Daily Schedule Before school starts
PLC's established	Administrators	Schedule	Getting schedule to fit so teachers have common plan time	July to begin Weekly meetings. This is the 3 hours per week the district has set up	Title 1 (District and site level) for paying teachers a stipend to work after contract hours.	Daily Schedule, PLC Team notes



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 MLK will build and develop leadership capacity through participation in the University of Virginia Turnaround School Program and implementation of the four levers of turnaround competencies. Growth will be measured by BEI/Marzano Tool.

**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>
Administration of the BEI	ILD and Administrator	BEI from UVA	I don't have access to it at this time.	Mid November	OKCPS	ILD/UVA team will use data/rubric to score after completion.
Meet with ILD following Shepherd Summit	ILD and Administrator	Results from BEI	Understanding the results/language of the BEI	Mid to late November	OKCPS	Monthly site visits
UVA Site Visits to Caddo Parish and Fulton County with Lead Teachers	ILD, Admin, and Lead teachers	Budget, travel docs. and goal protocol for site visits. Sub for teachers to be out	Time out of building, completing documentation for travel. AP can cover, office staff can complete paperwork. Making sure to have enough sub coverage.	Late December 2019	515	Monthly site visits
Evidence based monthly site visits, (District & State)	ILD, Lorraine Eldenkamp	Walk-through tool	Time, access, preparation, and scheduling,	Monthly	N/A	Feedback from ILD

School Debrief - Grade level leads will work with teams to disseminate site visit learning and develop goals for improved practices	Grade Level Leads	Walk through tools, feedback forms and notes	Time, PD days, planning and making sure	January 30, 2020	N/A	Classroom walk throughs and PLC's
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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	5/20/2020
Innovative Transformational School Culture, Vision, and Mission professional developing	7/24/2019	LEA	7/26/2019
Benchmark Literacy, ongoing	7/31/2019	External Provider	
Leadership Academy, ongoing	8/1/2019	External Provider	
3 Hours of PD/Planning per week pertaining to SBI, curriculum, and culture, ongoing	8/6/2019	LEA	
UVA Transforming Schools, ongoing	5/17/2019	External Provider	
Trauma in Schools	9/3/2019	LEA	05/20/2020