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Applicant:	55-I089 OKLAHOMA CITY
Application:	2019-2020 Continuous Improvement Plan - A9 - 0385 ROCKWOOD ES
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Original Application
Date Generated:	4/27/2020 12:03:09 PM
Generated By:	148675

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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	EE2 - Classroom Evaluation/Assessment	EE1 - Curriculum EE3 - Instruction(3.1, 3.2, 3.3, 3.7)
Learning Environment - Elements 4,5,6	EE5 - Student, Family, and Community Support	EE4 - School Culture(4.1, 4.2, 4.3)EE6 - Professional Growth, Development, and Evaluation
Collaborative Leadership - Elements 7,8,9	EE8 - Organizational Structure and ResourcesEE9 - Comprehensive and Effective Planning	EE7 - Leadership(7.1, 7.3, 7.10)

Mission/Vision Statements

Continuous Improvement Mission Statement(117 of 1000 maximum characters used)

To ignite with INNOVATION a passion for teaching and learning to ensure every student gets what is needed to succeed.

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

Rockwood Elementary will be a Beacon on the Hill that focuses on the well-being of the whole child. We will be a community that ensures every child's current set of circumstances will not predict his or her future success.

SMART Goals

FY20 Priority 1: SMART Goal (249 of 250 maximum characters used) | Pillar and Element | Target Date

By May 2020, 80% of Rockwood Elementary classrooms will demonstrate provide safe, healthy, orderly and equitable learning environment as measured by LSI Conditions for Learning and Rigor Walk data systems as well as informal and formal observations.	LE - School Culture*	5/24/2020

FY20 Priority 2: SMART Goal (231 of 250 maximum characters used) | Pillar and Element | Target Date

By May 2020, Rockwood Elementary classroom teachers will participate in 3.0 hours of collaborative planning each week supported by grade-level lead teachers for 85% of the time with sign in sheets, agendas, and minutes as evidence.	AP - Instruction*	5/24/2020

FY20 Priority 3 (Competitive): SMART Goal (249 of 250 maximum characters used)

Pillar and Element

Target Date

By May 2022 Rockwood will develop leadership capacity through participation in the UVA Turnaround Program & implementation of the 4 levers of competencies. Growth will be measured by the Behavior Event Inventory and the Marzano School Leader Model.

E - Leadership

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 achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(7961 of 8000 maximum characters used)

In May/June 2019 a newly formed Instructional Leadership Team was formed for Rockwood Elementary, an Innovative Transformational School. This Leadership Team attended training together and was introduced to The Oklahoma Nine Essential Elements and began conducting an internal Needs Assessments. Due to the district reconfiguring schools for the 2019-2020 school year, obtaining data from the stakeholders for the needs assessment based on the students that would be attending Rockwood was difficult. Therefore, it was determined that 2019-2020 would be a base-line year and ongoing data would be collected as students are assessed at the beginning of the year, in the middle of the year, end of the year, and throughout the year. Additionally, a survey to stakeholders will be distributed. The Needs Assessment conducted by the Instructional Leadership Team was based on known information obtained by staff members that currently taught at Rockwood as well as other career teachers that understood what excellent teaching should look like, sound like, and feel like. Once completed, the Instructional Leadership Team determined two SMART goals that were aligned to the results of our Needs Assessment: 1. By May 2020, 80% of Rockwood Elementary classrooms will demonstrate provide safe, healthy, orderly and equitable learning environment as measured by LSI Conditions for Learning and Rigor Walk data systems as well as informal and formal observations. 2. By May 2020, Rockwood Elementary classroom teachers will participate in 3.5 hours of collaborative planning and professional development each week for 85% of the time with sign in sheets, agendas, and minutes as evidence.For both goals the Instructional Leadership Team developed Action Steps:Goal 1 -Establish a PBIS committee; Establish school-wide expectations and procedures; Review progress and monitor monthly; Bring climate and culture specialist to school to provide professional development; Created a tiered process for classroom behavior management that is student centered; The entire staff will participate in Capturing Kids Hearts and follow up trainings/additional trainings Goal 2-Identify grade level chairs that will instruct and lead job-embedded, grade level, professional development; School site will provide specific support and training to grade level chair; Survey staff to determine future needs for professional development; Monitor staff quarterly to determine effectiveness and further needs. Schedule weekly grade level PLC meetings and establish Google Classroom as a system for maintaining evidence; Schedule 10 hours of professional development during July for Grade Level Teams to unpack standards across all subject areas; Provide ongoing professional development to Grade-Level Teams focused on; Marzano's Instructional Model and High Yield Strategies, The Oklahoma Nine Essential Elements, Curriculum Resources. Action Steps - Realistic, Achievable, and Sustainable-Our SMART goals are supported by action steps that realistic and achievable. Our action steps are also inclusive of many stakeholders. In fact, the actions steps created were done so with the concept of building capacity and sustainability. The majority of School Improvement Funds will be invested in our human resources, teachers. Through ongoing, weekly professional learning opportunities that are focused on teacher needs, they will be able to track their own professional growth in relation to their students' academic growth. Proposed 515 Expenditures: Stipends provided (to teachers) for Teacher Leaders to work together in teams to unpack OAS Standards and to plan for instruction; Instructional Leadership Team to Visit Model University of Virginia Transformational Schools; Professional Development Resources:; Marzano Quick Reference Guides; The Power of Student Teams; The Gritty Truth About School Transformation; Dare to Lead; Math or ELA Manipulatives to support instruction; Capturing Kids Heart Training for staff.Evidence-Based Interventions (EBI): District Leaders, Innovative Transformational School Site Leaders, as well as our site based Instructional Leadership Teams assessed Evidence for ESSA and What Works Clearinghouse to select continued training through ongoing extended planning and professional development with grade-level teams, the site based Instructional Coach, the site administrator, the University of Virginia, Capturing Kids Heart, LSI (Leadership Academy for Teacher Leaders) as "Strong Evidence" for professional development. ESEA section 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. In addition, one strategy that ESSA recommends is

supporting peer-led, evidence-based professional development in schools. (ESEA sections 2101(c)(4)(B)(v)(I) and 2103(b)(3)(E)). Also, partnering with organizations to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures. (ESEA sections 2101(c)(4)(B)(viii) and 2103(b)(3)(B)). Grade-Level Teacher Leaders across all four Innovative Transformational Schools will participate in ongoing professional learning opportunities to strengthen their expertise so that they can provide their grade-level teams support through PLC meetings, planning for instruction meetings, and professional development meetings each week. At least 3 hours of these activities will take place during "off contract" time. Professional development may address a myriad of topics and will be based on the needs of the team which will be determined by ongoing surveys, feedback, and agendas. Some of the topics may include: Marzano's Instructional Model, STEAM Instruction, Collaborative Learning, Rigorous Instruction, Standards Based Planning, Instruction, & Assessment, Student Centered Classrooms, Building Positive Relationships with Students, Creating a Classroom Culture Conducive to Effective Learning, The Daily 5, Balanced Literacy, Academic Vocabulary, Math in Focus (district's new curriculum resource), iStation. Progress Monitoring - All elementary students will be screened, progress monitored and assessed using I-Station in Literacy and Math. Teachers will also work to create formative and summative assessments aligned to grade-level state standards. These assessment results will be tracked using Mastery Connect which is a tool provided at the district level. Using the LSI Data Tracker Administrators, Instructional Coach, and Lead Teachers will conduct learning walks/walk-throughs Professional Learning Communities (PLCs) will meet 2-3 times per month. Protocols will be developed throughout the 2019-2020 school year to ensure the sharing of individual student data with the instructional teams so that students academic needs are met. In order to address students' needs teachers will share student work, review common assessment results, discuss instructional practices and needed intervention/enrichment that lead to flexible groupings and push in support. Professional Learning: A majority of our 2019-2020 Professional Learning will be job embedded. Professional Learning started in July of 2019 with a week of inservice which included Capturing Kids Hearts which addressed the social emotional well being of children as well as establishing positive relationships and classroom environment. On a daily basis our classroom teachers have access to a highly qualified Instructional Coach that supports classroom management, instructional planning and strategies. Rockwood Elementary has seven Lead Teachers who are participating in LSI Leadership Academy so that they are able to develop strong, focused academic teams and are able to build capacity within their team to be sustainable and build capacity.

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 conscise as possible.

Priority 1 SMART Goal:	By May 2020, 80% of Rockwood Elementary classrooms will demonstrate provide safe, healthy, orderly and equitable learning environment as measured by LSI Conditions for Learning and Rigor Walk data systems as well as informal and formal observations.
Pillar and Element:	LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Establish school-wide expectations and procedures.	PBIS Committee	Human Resources (Staff)	Time, Collaboration, New Environment, New Community, New Students, New Staff	Aug. 2019	Title 511 Stipends	PBIS Committee collaborating with FAC to determine the effectiveness of procedures for students. Data from SIS will be utilized to make decisions.
Create a tiered process for classroom behavior management that is student centered.	Admin, PBIS Committee, Grade-Level Leads	Human Resources (Staff)	Time, Collaboration, New Environment, New Community, New Students, New Staff	Dec. 2019	Title 511 Stipends	PBIS Committee using SIS Data to evaluate the effectiveness of tiered system for students.
Establish a PBIS committee and elect						

a chair to serve on the Curriculum Council. Then, establish bimonthly meetings with the committee.	Pluess & Committee Chair	OKCPS Office of School Climate & Student Discipline	Time	May 2020	Title 515 (Possible)	Agendas, minutes, sign-sheets
On-going Training for Staff including but not limited to CKH, PBIS, Trauma informed teaching, book studies and any other relevant PD that will support teachers in developing relationships with students and building positive classroom cultures that are conducive to learning.	Admin, PBIS Committee, Grade-Level Leads, Instructional Coach	Capturing Kids Hearts, Office School Climate & Student Discipline, Student Support Services	Time	May 2020	Title 515, Title 511	PBIS Committee using SIS Data to evaluate the effectiveness of Capturing Kids Hearts and all other relevant training; LSI Data Tracker-Conditions for Learning

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 conscise as possible.

Priority 2 SMART Goal:	By May 2020, Rockwood Elementary classroom teachers will participate in 3.0 hours of collaborative planning each week supported by grade-level lead teachers for 85% of the time with sign in sheets, agendas, and minutes as evidence.

Pillar and Element:	AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Identify grade level chairs that will instruct and lead job-embedded, grade level, professional development which will include book studies that are relevant to identified needs	Pluess	Grade-Level Leads, Administrators, Instructional Coach		May 2020	Title 511, 515	Agendas, Sign-In, Sheets, Minutes, Journals
Survey & monitor staff quarterly to determine effectiveness of grade- level collaborative planning and further needs.	Instructional Coach, Grade-Level Lead Teachers	Technology, Human Resources, Survey	Time to develop an effective survey	Quarterly		Review of survey data
Schedule weekly						

grade level PLC meetings and establish Google Classroom as a system for maintaining evidence.	Pluess, Instructional Coach, Grade-Level Chairs	Google Classroom, Human Resources, Technology	Time to setup Google Classroom, Staff training for Google Classroom	Aug. 6, 2019	Title 515, 511	Agendas, minutes, sign-in sheets, Google Classroom
Schedule 10 hours of professional development during July for Grade Level Teams to unpack standards across all subject areas.	Grade-Level Chairs	Technology, State Dept. of Ed OAS, Human Resources, Marzano Instructional Framework	New Team, Common Time to meet, Getting to know one another to learn to effectively collaborate together, Time to plan, FOCUS	July 30, 2019	Title 515, 511	Agendas, minutes, sign-in sheets, Lesson plans, Unpacking documents, Intentional Thinking Maps

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 conscise as possible.

Priority 3 SMART Goal:	By May 2022 Rockwood will develop leadership capacity through participation in the UVA Turnaround Program & implementation of the 4 levers of competencies. Growth will be measured by the Behavior Event Inventory and the Marzano School Leader Model.

Pillar and Element:	E - Leadership

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Administrator(s) will take the Behavioral Event Inventory	UVA, Dr. Perry, Site Administrator	Time, district funds		November 4 & 5	District	Completion of Inventory
Review Plans & Goals written by Dr. Perry (ILD)	Dr. Perry	Time, district funds		November 30, 2019	District	Plan & Goals
UVA Site Visits w/Administrators and Lead Teachers	UVA, Dr. Perry, Site Administrators	Time, 515, general funds (for substitutes)	obtaining substitutes, an administrator being absent from the building, arranging travel	December 2019	515	Monthly evidences and look-fors based on site visits
Evidence based monthly site visits (district & state)	Administrators, Dr. Perry	Time		Fall, Winter, Spring		Visit/Walk-through forms
Grade-Level Leads will work with Teams						

to disseminate site visit learning and develop goals for improved practice	Grade-Level Leads, Administrators	Time	Teacher Efficacy	January/February 2020	511, 515	Agendas, Minutes, Walk-Through forms

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
Innovative Transformational Schools - Pre Week: Vision, Mission, Culture	07/22/2019	LEA	
Capturing Kids Hearts	05/30/2020	External Provider	
Building a Community and Transforming School Culture with Home Visits	07/31/2019	LEA	
Leadership for Focused Growth (Lead Teacher Training)	05/30/2020	External Provider	
Mandt Training	08/05/2019	LEA	
Weekly PLC Meetings with Grade-Level Lead Teachers, Admin, Instructional Coach	05/30/2020	LEA	
Summit Personalized Learning (Summer, Fall, Spring)	05/30/2020	External Provider	