eGrant Management System

Printed Copy of Application

Applicant:	55-I089 OKLAHOMA CITY
Application:	2019-2020 Continuous Improvement Plan - C7 - 0388 ROGERS ES
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Original Application
Date Generated:	4/29/2020 9:02:06 AM
Generated By:	42275

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	Element 1 - Curriculum is identified as the schools strength from the 9EE Needs Assessment the indicator within the element is: Benchmark Literacy, Math in Focus, and FOSS. Followed by Element 2 Classroom Evaluation and Assessment 1.1 Curriculum alignment - The district has made sure the curriculum aligns with the state standards and promotes mastery. The curriculum meets all of the descriptors. The district's curriculum department does an excellent job in providing the best developmentally appropriate curriculum, resources and teacher training. 2.6 Communication of Performance Standards - The district and school provide support to teachers to ensure school-wide implementation a variety of strategies that best teach the standards and will improve student learning. Regular communication with parents is district policy but work needs to be done to ensure the information is meaningful and interactive.	3.1 Effective and varied instructional strategies used in all classrooms/ 3.2 Alignment of instructional strategies and learning activities. District and school leadership support this element through PD, curriculum resources, curriculum leaders and PLC. 3.3 Monitoring of Instructional strategies and learning activities. Guiding reading, small group instruction and rotation allow teachers to modify instruction to meet the needs of all students.
Learning Environment - Elements 4,5,6	Element 6- Professional Growth, Development, and Evaluation was identified as the schools strength from the 9EE Needs assessment the indicator within the element is: 6.4 School improvement goals connect with student learning 6.5 Professional development is ongoing and job-embedded 6.6 PD plans connect with student achievement 6.7 School/district provides a clearly defined evaluation process	4.1 Safe, orderly and equitable learning environment. School leadership establishes policies to minimize disruptions to instruction. Academic and behavior Standards are clearly communicated to students. The district supports these initiatives through professional development on the use of PBIS. Lots of collaboration is needed. 4.11 Provisions for the needs of all students - School staff works to sustain a culture that minimizes the impact of physical, cultural, ans socio-economic factors on learning.

Collaborative Leadership - Elements 7,8,9	Element 7 - was identified as the schools strength from the 9EE Needs assessment the indicator within the element is: 7.5 staff trained and has access to OAS. The district has focused on building the capacity for internal training, for materials, and for resources to be available. 7.7 It is critical resources are aligned and used for the intended purpose at each grade level.	Element 9 - Comprehensive and Effective Planning9.9 We want our planning to be grounded in research, valid best practices, and comparable to others.

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(192 of 1000 maximum characters used)

The mission of Rogers Elementary School is to inspire our student body to achieve academic excellence by providing a quality education that encourages students to realize their full potential.

Continuous Improvement Vision Statement (199 of 1000 maximum characters used)

Rogers Elementary School is of one accord as we cultivate a culture of students who will maximize their full potential, invest in their future and strive to be successful members of a global society.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (217 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, teachers will implement learned instructional strategies thru Professional Development training. Through weekly Professional Learning Communities we will review and critique the instructional strategies.	AP - Instruction*	5/20/2020

FY20 Priority 2: SMART Goal (240 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, Rogers Elementary classrooms will demonstrate provide safe, healthy, orderly, and equitable learning environment as measured by LSI Conditions for Learning and Rigor WAlk data system as well as informal and formal observations.	LE - School Culture*	5/20/2020

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

Pillar and Element

Target Date

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.

(5661 of 8000 maximum characters used)

In May 2019 a newly formed Instructional Leadership Team was formed for Rogers Elementary, from the direct result of the P2G movement in the Spencer Community. The schools impacted from the movement was Willow Brook, Spencer, Green Pasture, and Telstar. As a result, Willow Brook became an Early Childhood Center, serving grades Prek-1, Spencer Elementary is serving grades 2-3, and the new Rogers Elementary serves grades 4-6. Star Spencer High School will serve grades 7-12 as a Mid-High. Rogers Elementary collected data and reviewed the data from the feeder patterns of Willow Brook, Telstar, Spencer, and Green Pasture after reconfiguring the Spencer community. Based on the data, Rogers Elementary developed SMART goals to help improve test scores. The data pointed out what our biggest needs are and how to start with a foundation and continue to move forward to improve the needs of our students. The Leadership team attended training over the Oklahoma Nine Essential Skills to help develop our Needs Assessment for Rogers Elementary. The 2019-2020 school year will be a data base line year where we will collect ongoing data through students being assessed at the beginning of the year, middle of the year, end of the year, as well as throughout the school year. Rogers Elementary schools identified that most student are lacking mastery of skills by the time they reach 4th grade where the majority of our students are not on grade level. Things we focused on were RTI, PLC, data collection and usage, standard based instructions, as well as focusing on standards. Teachers will be trained on Instructional strategies on how to use weekly PLC's. Teacher will learn to critique the instructional strategies for the classroom. Teachers will be trained over benchmark literacy, mastery connect, LLI.Rogers Elementary teachers will used standard based instruction to align target tools and instructional planning. Ongoing instruction of student performance will help teacher develop instructional strategies to improve the educational gaps at our school.Rogers Elementary teachers will use IStation to assess and identity students that are not on grade level and will help to determine what interventions and instructional strategies that will best serve the individual student in raising academic goals. Students will be screened, processed monitored and assessed on a regular basis using IStation. Teachers will create formative and summative and summative assessments that will be aligned to grade level state standards. Rogers Elementary Teachers will have weekly PLC meetings and training on Wednesday that focus on teacher instructional needs. Walkthroughs will be done throughout the week to help teachers improve instructional strategies in their classroom and will given immediate feedback . During PLC meetings, time will be used to go over data and best instructional strategies to improve educational gaps in the classroom as well as having an identified walkthrough focus for the week. PLC meeting will focus also on teacher needs which will help them track their own professional growth as well as student academic growth. Mastery of standards from data collected is an important point of improving instruction in the classroom. The Oklahoma City Public Schools district has purchased Istation licenses to utilize Istation as the standard benchmark assessment for reading. Istation Interventions - Using the site-based funds, we are purchasing the interventions program from Istation, as a means to use the benchmark assessment data to provide leveled interventions for struggling readers.Rogers Elementary Teachers will engage in professional development focused on standard-based planning, instruction, and assessment in school-wide professional development days during their first two contract days of the 2019-2020 school year. Rogers Elementary School will focus on demonstrating and providing safe and healthy, order, and equitable learning environment as measured by LSi Conditions to learning and Rigor walk data systems as well as informal and formal observations. Rogers Elementary will develop school wide expectation goals for the whole school to use on a consistent basis to close help. We will do this by developing a PBIS committee to address issues that will arise in the building. We will review process and monitor monthly how the climate is changing in the building.Rogers Elementary will also bring climate and control specialist in the building to provide professional development. Teachers will help create a tier management system to help improve behavior in the classroom by making it student centered. Teachers will be provided specific training to take back and use in their classrooms. Rogers Elementary will have weekly Monday Morning Assemblies: "Mustang RoundUp" to set the pulse of the

Principal's Expectation at Rogers Elementary. This also help teach teachers and students to be recognized by receiving various rewards for good behavior in classroom and around the building. Classrooms as a whole received recognition for having good behavior in the hallways, when moving around in the building. They are presented with the "Key to Success" during the morning assembly, by the classroom teacher that received it the week prior. This key gives them awards them 15 mins of extra recess on Fridays. Rogers goal is to maintain an orderly and conducive climate to learning. Rogers goals are for developing this plan is to focus on teacher and student in that they feel safe at all times. The teachers and students should be able to track their growth throughout the school 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 conscise as possible.

Priority 1 SMART Goal:	By May 2020, teachers will implement learned instructional strategies thru Professional Development training. Through weekly Professional Learning Communities we will review and critique the instructional strategies.
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.*
Administration will require weekly submission of lesson plans.	Administration, Certified Staff	Curriculum, PLC, OAS,Teachers, Marzano Intentional Thinking Map	Timelines, Learning curve, scheduling	On-going weekly, yearly	511	The action will be monitored and measured weekly though our data pulled from Mastery Connect
Weekly Professional Learning Communities will be used to unpack standards.	Administration, iCoach, Certified staff	Curriculum, OAS, OKCPS Bundles, Marzano Intentional Thinking Map	Scheduling, learning curve, Possible solutions: Before or after school meetings and/or staff meetings	On-going weekly, monthly, yearly	511	weekly sign in sheets, PLC AgendasStudent achievement scores, weekly formative and summative assessments will be used to monitor changes in student achievement data, received from Mastery Connect
						Teacher Feedback

Professional Development	Administration, iCoach, OKCPS professional development, certified teachers	Okcps PD opportunities, Site-based PD, attendance at national conferences, such as PLC, ASCD, NABSE	time, class coverage, scheduling conflicts, commitment	On-going monthly, yearly	511,515	thru Surveys, weekly sign in sheets, PLC AgendasStudent achievement scores, weekly formative and summative assessments will be used to monitor changes in student achievement data, received from Mastery Connect

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, Rogers Elementary classrooms will demonstrate provide safe, healthy, orderly, and equitable learning environment as measured by LSI Conditions for Learning and Rigor WAlk data system 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 expectation and procedures.	PBIS Committee Members	staff, school climate coordinator, PD	Collaboration, time, New environment, New staff and students,	Aug, 2019	Title I - 511 Stipends	PBIS Committee working with the FAC of the implementation of the plan.
Establish a tiered process for classroom behavior that is student centered.	Admin, PBIS committee, Leadership Team	staff, school climate coordinator, PD	Collaboration, time, New environment, New staff and students,	Aug, 2019	Title I - 511 Stipends	PBIS Committee will use the data from surveys from teachers and students to evaluate the effectiveness of the plan. The administration will monitor the reduction of discipline referrals.
Establish New PBIS committee & elect the chair.	Admin. & Committee Chair	Oklahoma Office of School Climate and Student Discipline	Time	Aug, 2019	Title I - 511 Stipends	Agenda, sign-in sheets

Training for Staff	Admin, PBIS Committee, Instructional Coach	Office of school Climate and Student Discipline.	Time	Starting Sept. -May, 2020	Title I - 511 & 515	PBIS Committee members will use data to to evaluate the effectiveness of PBIS

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
Istation District Screener for Reading & Math	9-18-2019	External Provider	
Benchmark Literacy	01-10-2020	LEA	
PLC Conference		External Provider	
Number Sense	10-21-2019	External Provider	
ASCD Conference	4-2020	External Provider	