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Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - B1 - 0408 SPENCER 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.

<p>Areas of Focus</p>	<p>Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</p>	<p>Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i></p>
<p>Academic Performance - Elements 1,2,3</p>	<p>We have areas of strength in our building. We have created a data system that will provide on going information so that we may fill in gaps before they move to the next grade. We collect data 3 times a month using different methods. We have created an RTI system that will also provide support for struggling students. To ensure that our students that need enrichment, we have a STEAM and Gifted sight champion that will provide enrichment. Curriculum expectations have been identified and implemented.</p>	<p>We have areas of improvements in our building. Our great impact will be the training of teachers to implement standard based instruction. The use of the curriculum and alignment with the state standards will provide much needed focus for teachers in their instruction. Teachers meet in PLCc to measure and track progress. During small group instruction, the use of LLI kits, even for students who are on level, will ensure that standards and skills are being identified and taught to mastery. Training in trauma instruction will also provide the necessary tools to aid in student learning.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>There are areas of strength in our building. We partner with a mental health agency, who also provides wrap around services for students. The agency is housed in our school so that needs may be addressed immediately ensuring that more students remain at school and in a state that will allow learning. We use PBIS to create systems that focus on structure and maintaining a healthy learning environment. We work with school climate to train and provide feedback for teachers. We work to meet the needs of students through backpack programs, coat a kid and others so that basic needs and securities are addressed.</p>	<p>We have areas that need improvement. We have 99% poverty and many of our students have qualified for special education services. We are working to create a rigorous work environment while assisting parents in continuing educational opportunities at home. We will continue focus on teacher training and creating a mindset of achievement rather than defeat. Through training the learning environment will become more positive and we will see more growth in students. Data should drive instruction forward. We will train teachers the importance of data tracking and what to do with the data we collect.</p>
	<p>We have areas of strength in our building. We have two grade levels. Every team has three teachers that meet for</p>	

**Collaborative Leadership -
Elements 7,8,9**

PLC weekly, as well as twice a week the two grade level are combined so that vertical and horizontal planning will occur. The master schedule was created so that teachers are aligning to maximize their efforts. Special education works closely to meet the needs of all students and provide resources for regular education teachers. We utilize a leadership team as well as a safe and healthy schools and FAC. Decisions are made with teachers and administration.

We have areas of improvements in our building. Through collaboration more teachers are making an effort to contribute to the learning environment of the school. School resources and budgets were created with input from the staff.

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(253 of 1000 maximum characters used)

Spencer Elementary School will go above and beyond to provide every student with a learning environment that is safe and engages the students, the parents and the community in the educational process while creating respectful and trusting relationships.

Continuous Improvement Vision Statement (456 of 1000 maximum characters used)

While providing students with an equitable education, Spencer Elementary will close educational gaps so that when students move the next grade they are prepared for success and they are ready to fulfill their purpose in the community. Spencer teachers will provide a rigorous environment that will promote confidence and inspire students to continue to learn. Students will respond to rigorous learning with pride and the tools necessary to problem solve.

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 (58 of 250 maximum characters used)

Increase 3rd graders passing the Reading state test by 5%.

Pillar and Element

AP - Instruction*

Target Date

5/29/2020

FY20 Priority 2: SMART Goal (166 of 250 maximum characters used)

All teachers will be trained in trauma-informed instructional practices and PLC's by the end of the school year with sign-in sheets embedded follow-up PD as evidence.

Pillar and Element

AP - Instruction*

Target Date

5/29/2020

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 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.

(5039 of 8000 maximum characters used)

Our Transformational Leadership team met and went over the Oklahoma Nine Essentials Needs Assessment. Based on the review and data we developed SMART goals. The the data review of current and previous data the team was able to identify our biggest needs. The team also went over why those were the biggest needs and how to prioritize so that we start with a foundation and build intentionally moving forward educationally as well as meeting the emotional needs of our students. Our school has been reconfigured and we serve 2nd and 3rd graders. We identified that by the time many students are in 2nd grade majority are not on grade level, which means that in pk-1, there are many skills that are not acquired with mastery. Knowing that, we determined that once they get to Spencer Elementary, we must focus on standard based instruction, assessment, RTI, PLC, Data usage and collection. In order for us to be successful the team decided that we should gear our budget and efforts toward training teachers. Teachers need to be trained on early childhood development and literacy, phonics, standards, SEL (trauma informed instruction,) math and reading instruction. Spencer Elementary teachers will use standards based instruction to align target tasks and intentional planning. Teacher observation and ongoing assessment of student performance will drive instruction. The use of data will be intentional in order to close educational gaps. Less than 5% of our previous 3rd students passed the state tests. Our SMART Goal #1 is to increase the number of 3rd graders passing the test by 5%. We have a plan in place to focus on instruction and have implemented a systematic approach to addressing students academic needs. We have started testing practices so that students are comfortable with how to take the test at the end of the year. We have used our current data to identify students who will begin the RTI process and Spencer has purchased the instructional component of Istation that includes RTI. That data will be transferred to calendars and fidelity checks will be once a month. During that monthly meeting we will have conversations about where the students are and there overall well-being so that the whole child is considered. Spencer will use the Marzano model for planning and instruction, this will increase academic vocabulary by breaking down standards and having conversations with students about what they are learning and why. We will create intentional lessons to meet educational needs therefore increasing the number of students who are successful on assessments. Spencer will use district adopted curriculum for math and reading, as well as science and social studies so that students have a deep understanding of academic vocabulary and acquire the skills needed to be successful. The reading and math curriculum include intervention strategies so that the students who fall below grade level, may be taught using the same research based curriculum. Teachers will focus on number sense in math. Spencer teachers have had trauma training and have an ongoing relationship with the State Department PBIS team as well as the district team. Trauma informed instructional practices are necessary to ensure the needs of the student are met so that learning may begin. We will implement weekly conversations during PLC and staff meetings about progress and needs for teachers to be able to teach with a more trauma informed consciousness. I have invited our district climate person to observe in classrooms where teachers are needing assistance. Teachers will meet weekly during PLC time. There are teachers that will also be attending a PLC institute to further understand the process of PLC. PLC time will be used to go over data and instructional practices. Teachers will create small group reading groups using the data collected and teachers will discuss the standards and mastery. Teachers will share instructional practices with colleagues to determine if practices are successful and if other teachers need to use the practices to increase student success in acquiring standards. In order to close emotional and educational gaps, Spencer will use systems of whole group, small group instruction by using trauma informed instructional practices as well as providing RTI to students during small group instruction using LLI kits. Data will also be collected 3 times a month by administration and teachers will use weekly formative and summative assessments (which will include Mastery Connect.) We have a leveled book room that coincides with our curriculum and offers a variety of books to provide students with the practice necessary to acquire reading skills. The teachers will identify students that are in need of after school support and the teachers will tutor those students twice a week by using the data collected and support the efforts in the classroom. This will all

be monitored by administration so that the goals are met and practices are intentional.

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: Increase 3rd graders passing the Reading state test by 5%.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Intentional planning, teacher training, PLC, assessments, collect data, Transformational team meetings.</p>	<p>Administration, support staff, certified staff.</p>	<p>PLC, Standards, curriculum, PD, PTO, teachers.</p>	<p>Time, learning curve, trauma (current and past) parent participation</p>	<p>Yearly on-going</p>	<p>NA</p>	<p>The action will be monitored and measured through our data dashboard, ongoing PLC and Transformation Team meetings</p>
<p>Use curriculum to teach standards that align to targets. Students who are assessed below grade level will be targeted through RTI and intentional planning and instruction, using data to drive our choices.</p>	<p>Administration, support staff, and certified staff.</p>	<p>PLC, standards, curriculum, teachers.</p>	<p>time, trauma, parent participation.</p>	<p>Monthly RTI data checks, weekly data check on MC, Istation and daily work.</p>	<p>N/A</p>	<p>Mastery Connect, IStation, Running Records and RTI</p>

Monthly and weekly fidelity checks	Administration	PLC, MC, running records and Istation	time	Monthly and weekly	NA	graphs, MC and Istation, RTI calendars
After school tutoring	Administration, certified staff	Curriculum, Istation, manipulatives	transportation	twice a week	Title 1	progress monitoring, Mastery Connect, RTI, Istation data

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: All teachers will be trained in trauma-informed instructional practices and PLC's by the end of the school year with sign-in sheets embedded follow-up PD 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>
Trauma training, SEL curriculum, partnership with redrock mental health services, on site behavior specialist, counseling.	District social worker, administration, staff, district climate control	Second step program (SEL), counselors, teachers, Red Rock, nurse, PLC, data	Teacher burnout, student trauma, student behavior, parent involvement	Yearly on-going	N/A	Climate and Control data, PLC, Data review by Transformation Team
Weekly conversations with staff about progress or concerns.	Administration, certified staff, support staff	staff	time, behaviors	Yearly on-going	N/A	behavior reports
District climate and control partner will monitor school and classrooms	administration and climate and control	climate and control	time	Yearly on-going	PBIS grant	climate and control

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	07/31/2019	LEA	07/31/2019
Math in Focus	08/03/2019	LEA	09/03/2019
PBIS grant workshop through OSDE	07/19/2019	SEA	07/22/19
Benchmark	08/02/2019	LEA	08/02/2019
Istation using instructional component	09/18/2019	LEA	09/18/2019
Number Sense	10/21/2019	External Provider	10/21/2019
PLC	10/14/2019	LEA	10/16/2019
GE	01/10/2019	LEA	01/18/2020
Trauma Training	08/06/2019	LEA	08/06/2019
Standards based planning and centers	02/17/2020	LEA	02/17/2020