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Applicant: 10-I019 ARDMORE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0135 WILL ROGERS 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	The School Strengths as identified from the 9EE Needs Assessment Schoolwide Data Picture were in EE1 (Curriculum): Safe Environment, Communication, and Learning Opportunities; 1.1a, and in EE3 (Instruction): Use of technology; 3.5a, 3.5b, 3.5c, and 3.5d.	Challenges: Improve Daily Attendance which will lead to improved reading and math performance. Focus 1 - EE3 (Instruction) Reading and Mathematics Performance will increase as identified through benchmark testing in 3.3c - Monitoring of instructional strategies and learning activities. This is also a reflection of low academic achievement due to chronic absenteeism.
Learning Environment - Elements 4,5,6	EE4 (School Culture) Our school follows the Great Expectations model each morning with a daily pledge, moment of silence and announcements for the day; 4.1b. We also recognize our students and classes who have achieved certain goals through a monthly Tiger Time assembly to include attendance; 4.1d, 4.1f, 4.2b. EE4 (School Culture) We also provide a safe and orderly procedure for our arrival, and dismissal times, as well as transitions throughout the day; 4.1c.	Challenge: Enhancing School Culture. Focus 1 - EE6 (Professional Growth, Development and Evaluation) Teachers lack the training and experience to set high expectations for students' academic success; 6.4b and 6.4c. Focus 2 - EE5 (Student, Family, and Community Support) Facilitating Positive Relationships with Families and Members of the Community; 5.1d and 5.1f.
Collaborative Leadership - Elements 7,8,9	EE9 (Comprehensive and effective Planning) Our school provides a daily common collaboration for our teachers to plan and ensure all students individual needs are being met; 9.3a and 9.3b. EE8 (Organizational Structure and Resources) The staff also meets for cross curriculum alignment on our PLC days with our sister sites; 8.5a and 8.5c.	Challenge: Implementation of curriculum. Focus 1 - EE8 (Organizational and Structure and Resources) Teachers accountability in implementing curriculum; 8.5e and 8.6f.

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(261 of 1000 maximum characters used)

The mission of Will Rogers Elementary is to provide a safe, caring environment where staff, parents, and community work collaboratively to create a student-centered school climate that will strive to nurture the "whole child" to reach his/her fullest potential.

Continuous Improvement Vision Statement (127 of 1000 maximum characters used)

At Will Rogers Elementary, we are aiming for excellence, building character, and creating a strong foundation for all students.

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 (220 of 250 maximum characters used)

By June 2020, students' daily attendance will improve as evidenced by a 10% decrease of students with 9-20 absences (excused/unexcused), and a 5% decrease of students having more than 20 absences as indicated by Wengage.

Pillar and Element

LE - Student, Family & Community Support

Target Date

6/1/2020

FY20 Priority 2: SMART Goal (247 of 250 maximum characters used)

By Spring 2020, students will demonstrate behaviors reflecting a positive climate as assessed by a variety of measurement tools. The desired outcome is a 10% reduction in discipline referrals and 15% increase in family and community participation.

Pillar and Element

LE - School Culture*

Target Date

6/1/2020

FY20 Priority 3 (Competitive): SMART Goal (248 of 250 maximum characters used)

By June 2020, students' use of technology and classroom instruction will improve learning experiences. This will increase school interest and attendance by 5%, while decreasing discipline referrals by 10%, as measured by usage and Wengage reports.

Pillar and Element

Target Date

AP - Instruction*

6/1/2020

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.

(7435 of 8000 maximum characters used)

Overview of Continuous Improvement GrantThe 9EE Stakeholder Survey and the Will Rogers' Chronic Absenteeism data were used by the leadership team at Will Rogers Elementary to compile the Needs Assessment for the school. While the parent response on the Stakeholder Survey was invalid, enough data was available from all of the information sources to produce two data driven SMART Goals. The FY20 Priority 1 SMART Goal is: By June 2020, daily student attendance will improve as evidenced by a 10% decrease of students with 9-20 absences (excused/unexcused) and a 5% decrease of students having more than 20 absences as indicated by Wengage. The FY20 Priority 2 SMART Goal is: By Spring 2020, students will demonstrate behaviors reflecting a positive climate assessed by a variety of measurement tools. The desired outcome is a 10% reduction in discipline referrals and 15% increase in family and community participation. There are six Action Steps aligned with the Priority 1 SMART Goal: 1) A motivational speaker will address district staff and parents during the District in-service (9EE, 6.1e), 2) Incentives for good attendance will be donated by stakeholders for students and staff (9EE, 5.5a), 3) A Parent Curriculum Night will be held (9EE 5.1, 5.1d), 4) Student attendance will be monitored daily; develop individual plans for each student (9EE 4.4b, 5.5a), 5) Hire a Truancy Officer to regularly track attendance for all students and work with the leadership teams and families to address attendance concerns (9EE 5.1a, 5.1c, 5.1k, and 5.5a), and 6) Provide Professional Development in the areas of Mathematics and Reading (9EE 6.5a, 6.5c, and 6.5g) There are six Action Steps aligned with the Priority 2 SMART Goal 1) Kind acts will be documented by all school staff then placed in a kindness box and pulled out for student recognition; these will be called the Kindness Counts Awards (9EE 4.8d, 4.8g, and 4.8h), 2) A program entitled Tiger Time will be implemented where a student from each class is selected and recognized at a monthly assembly (9EE 4.8d, 4.8g, and 4.8h), 3) A Parent Involvement Night will be scheduled that will focus on high attendance and student achievement (9EE 5.4e, and 5.4h), 4) A Professional Development on Great Expectations will be developed to improve school culture and student discipline (9EE 4.3a, 4.3b, 4.3c, and 4.3d), 5) A concerted effort will be made to provide two-way school to home communication (9EE 5.4e). Evidence Based Interventions, and 6) Book Studies will be used to enhance the school culture (9EE 4.3a, 4.3b, 4.3c, and 4.3d). There are several evidence-based effective practices that align with the SMART Goals and their associated Action Steps. All of the effective practices cited in this section were listed in the Effective Practices: Research Briefs and Evidence Rating document published by the Center on Innovations in Learning. The document can be accessed by going to this link: <https://files.eric.ed.gov/fulltext/ED593306.pdf>. The page number location of the effective practice will be listed in parentheses next to the listed effective practice. Priority 1 SMART Goal: 1) Educate parents to support their children's learning and teachers to work with parents (p. 20). This practice received a Strong rating. 2) Provide two-way school-home communication linked to learning (p. 20). This practice also received a Strong rating. Priority 2 SMART Goal: 1) Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders (p. 19). This practice received a Strong rating. 2) Align classroom observations with professional development (p. 5). This practice also received a Strong rating. Progress MonitoringThe speaker has already made his presentation. The principal and the assistant principal will be responsible for making sure that the motivational incentives are available and are being distributed on a regular basis. They will also monitor teacher participation in the program and will make sure that every teacher is nominating students from his/her classroom. The daily attendance of the students will be monitored by the teachers and the administrative team. Once the Truancy Officer is hired, this will also be one of his/her responsibilities. Professional Development in Mathematics and Reading instruction will be developed by the administrative team, with teacher input, and it will be provided by the administrative team and external providers. The administrative team will also be responsible for planning and conducting the Parent Involvement Night; and they will provide training and monitor the effectiveness of the two-way communication between teachers and parents through teacher reports and documentation. District InvolvementThe District will be responsible for hiring the Truancy Officer. The District will also allow the administration of Will

Rogers Elementary to customize some of the PLC meetings to address concerns that are particular to their campus. The Superintendent of the District will also be involved in the selection of the outside providers for the Professional Development in Mathematics and Reading instruction, and for the Great Expectations training. Professional Learning Communities At the current time, the Professional Learning Communities (PLCs) are scheduled to meet on August 29th, September 25th, October 25th, November 22nd, December 13th, January 31st, February 28th, March 25th, April 29th, and May 15th. More dates will be added later, so that the PLCs will meet once every two weeks. The added sessions will be devoted to discussing strategies to improve school attendance and improving Mathematics and Reading instruction. Professional Development One Professional Development (PD) presentation has already taken place. The outside speaker that was hired to address the teachers spoke during the District in-service prior to the beginning of classes. The other Professional Development sessions that will be scheduled this year include: 1) A book study (The Energy Bus) that will assist the teachers in improving the culture of the school through positive energy, 2) Mathematics instruction training through outside providers, and 3) Great Expectations training from an outside provider that will help to improve the school culture. The knowledge acquired through these PDs will benefit the school and staff well beyond the 2019-20 school year. Rigorous Review Process The outside providers being used for the 2019-20 school year include the outside speaker who spoke at the District in-service, and the Mathematics instruction trainers. The outside speaker was highly recommended by an individual from another school district, and his presentation was very well received at the in-service. The Mathematics instruction trainers have been used previously, and the teachers have very much enjoyed working with them. Operational Flexibility The District is very supportive of the plan developed by the leadership team at Will Rogers Elementary. The primary barriers to the plan will be teacher buy-in and parent involvement. The PLC discussions will help to get the teachers involved, and the leadership team will devote a great amount of energy and resources to involve as many parents as possible throughout the school year. No District practices or policies will need to be lifted to execute the plan.

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 June 2020, students' daily attendance will improve as evidenced by a 10% decrease of students with 9-20 absences (excused/unexcused), and a 5% decrease of students having more than 20 absences as indicated by Wengage.

Pillar and Element: LE - Student, Family, & Community Support

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>
A motivational speaker will address district staff and parents during the District in-service. 9EE, 6.1e	Principal & Asst. Principal	Social MediaRobo CallFlyer	Parent attendanceSolution: This is to educate our parents and staff of the importance of attendance in our schools.	August 12, 2019	Start Up School Improvement Funding	Sign in sheets to be reviewed by school administration
Incentives donated by stakeholders for students and staff 9EE 5.5.a	Principal, Asst. Principal & Teachers	Rewards - dog tag necklaces, popsicles, stickers, certificates	Solution: Identification, consistencyStudents are given necklaces and tags monthly for perfect attendance monitored through Wengage	August 2019 - May 2020	School Improvement Funding, Donations	Daily attendance by classroom teachers
Parent Curriculum Night 9EE 5.1 b & d	Admin team and Counselor	Supplies and materials	Barrier: Parent attendanceSolution: To involve our parents an educate them of their child's curriculum	August 2019 - May 2020	Provided by donations and PTO	Sign in sheets to be reviewed by administration

Monitor students' attendance daily; develop individual plan for each student 9EE 4.4b; 5.5a	Classroom Teacher and Admin team	Individual Student Notebooks with Monthly Attendance Sheets	Barrier: Parent awareness of daily signatures Solution: Stress positive action\steps\practices within the admin and teachers control	August 2019 - May 2020	School Improvement Funding	Teacher monitors daily attendance folder. Attendance will be charted by the teacher and submitted to the admin team monthly. Attendance will be the forefront of the collaboration agenda. Class attendance charts will be posted.
Hire a Truancy Officer to regularly track attendance for all students, and work with leadership teams and families to address attendance concerns. 9EE 5.1a;5.1c; 5.1k; 5.5a	Admin Team, Truancy Officer and teachers from identified target group.	Attendance Notebooks; Wengage attendance reports and log of communication of home visits.	Barrier: Finding the right person to work with all parties involved.Solution: Hire a person to go to houses and get the students to school and on time.	August 2019 - May 2020	School Improvement Funding	Officer will document all contacts. Impact will be measured by the overall decrease of chronic absenteeism.
PD in the area of Math and Reading 9EE 6.5a, c, g	Admin Team, External providers and teachers	Math and Reading Curriculum and manipulatives	Barrier: SchedulingSolution: PLC Days and TA coverage	August 2019 - May 2020	School Improvement Funding	Classroom visits by external provider to provide coaching and support; follow-up PD days for continuous 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 concise as possible.

**Priority 2
SMART
Goal:**

By Spring 2020, students will demonstrate behaviors reflecting a positive climate as assessed by a variety of measurement tools. The desired outcome is a 10% reduction in discipline referrals and 15% increase in family and community participation.

**Pillar and
Element:**

LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Kindness Counts Awards: Kind acts are documented by all school staff, then placed in a Kindness box and pulled out for student recognition. 9EE 4.8 d, g, h	Counselor and Admin team	Bracelets, Stickers & certificates	Meeting deadlines Solution: Teachers submit kindness slips to be drawn on by the counselor.	August 2019 - May 2020	School Improvement Funding, Donations	Weekly staff submission to be reviewed by administrative team
Tiger Time: A student from each class is selected and recognized at a monthly assembly 9EE 4.8 d, g, h	Administrative Team, Counselor, Staff	Certificates, pizza, classroom awards	Meeting deadlines Solution: Teacher submit names to counselor monthly	August 2019 - May 2020	Donations	Monthly staff submission to be reviewed by the administrative team
Parent involvement Night focusing on			Barriers: Parent			Monthly parent

high attendance and student achievement using The Incredible Years 9EE 5.4 e, h	Counselor and Admin Team	The incredible Years book	involvementSolution: Educate parents on the importance student success	August 2019 - May 2020	School Improvement Funding	engagement night held at WR for all Parents in ACS school district.
PD on Navigating Kindergarten to enhance teaching our Reading Strategies andPD on Great Expectations to improve school culture and student discipline. 9EE 4.3 a-d	Administrative Team, Counselor, Staff	Outside summer training by external provider	Barriers: Staff participation in training and full implementationSolution: Schedule staff to attend training	Aug.2019-June 2020	School Improvement Funding	Admin will perform class walk-through and coaching support by external provider
Two-way school-to-home communication 9EE 5.4e	Admin team, staff and parents	Purchase Home School Connections and Early Years	Barriers: Parental responseSolution: Teachers will send home in students weekly folders and a reminder through class app	Sept. 1920 - May 2020	School Improvement Funding	Teachers will discuss the pamphlets with parents during P/T Conferences
Using book studies to enhance the school culture 9EE 4.3 a-d	Admin team, staff	The Energy Bus by Jon GordonThe First Days of School by Harry and Rosemary Wong	Time constraintsSolution: Book discussions through faculty meetings	Sept. 1920 - May 2020	School Improvement Funding	Admin Team will conduct breakout sessions during faculty meeting

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 June 2020, students' use of technology and classroom instruction will improve learning experiences. This will increase school interest and attendance by 5%, while decreasing discipline referrals by 10%, as measured by usage and Wengage reports.

**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>
Implement enhanced technology use for PK and Kindergarten students. 9EE 3.1b, 3.5a	Administrative Team	10 Mobil Labs including 25 ipads ea	Staff participation Solution: Time for use of ipads built into the teachers daily schedule.	Oct. 2019 - June 2020	School improvement fund	Usage reports from software programs provided by the district.
Purchase classroom robotic kits to implement an after-school program. 9EE 3.5 a,c,f	Administrative Team	1 classroom kit and robots and accessories	Student participation/parent cooperation Solutions: Provide students with engaging activities outside of the regular classroom setting	Oct. 2019 - May 2020	School improvement fund	Attendance sheets
Purchase a large screen, projector, and sound system for the gym to		large retractable	Installation conducive to learning			

enhance classroom participation and curriculum for the classes held in that location. 9EE 3.5 a,c,f	Administrative Team	screen & projector with sound system in casing	environmentSolution: Work with IT team on purchases and installment	Oct..2019 - May 2020	School improvement fund	Teacher lesson plans
PD on Frog Street to improve school culture and student discipline. 9EE 4.3 a-d	Administrative Team	Outside summer training by external provider	Barriers: Staff participation in training and full implementationSolution: Enroll staff in summer training	July 2020	School Improvement Funding	Admin will perform class walk-through and coaching support by external provider

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
The Cuban Man, Motivational Speaker on Unstoppable Parents	08/12/2019	External Provider	08/12/2019
Book Study- The Energy Bus	08/12/2019	LEA	05/23/2020
Parent Night to include Engaging Parents	09/09/2019	LEA	05/23/2020
Math Training With Pat Morgan and Sara Snodgrass	10/7/19	External Provider	10/7/19
Great Expectations Training	6/01/19	External Provider	6/01/19
Book Study- The First Days of School	11/01/19	LEA	05/23/2020
Online and in district Training on Robotics	11/1/19	LEA	5/23/2020
Frog Street Training	07/2020	External Provider	8/2020