



Title I Schoolwide Plan

School Name and Site Code
Rockwood 385

Principal's Name: Mary Bagnell

Principal's Email: mcbagnell@okcps.org

School Poverty Rate: 98.48

Plan Implementation Year
2024-2025

Last Review Date
7/26/2024

Initial Approved Plan
Rockwood 2024-2025 90 day .pdf
FY 25 Rockwood Needs
Assessment .docx.txt
ROCKWOOD_Title I Annual
Review Template_ 2023-2024 -
Annual Review Template.pdf

Each of the six sections of the plan are composed of three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

I. Parent and Community Stakeholder Involvement

As the school principal I certify that:
Yes

- The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, schools staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **ESSA, Section 1114(b)(2)**

- The plan is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **ESSA, Section 1114(b)(4)**
- The school meets the requirements of Section 1116 of ESSA, including the development and
- implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **ESSA, Section 1116(b-g)**

Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Describe the strategies your school is using to increase family and community involvement.

Based upon the results of the Needs Assessment, what specific strategies will be utilized to increase family and community involvement, particularly among those who represent the most at-risk students?

Narrative

After a thorough review of data during our Needs Assessment, we will establish an Events Committee that will work closely with families and partners. In addition, we will create a protocol that will strategically address students that are at risk of becoming chronically absent. This protocol will include: contact from teachers, counselor, parent advocate (511 funded), and school administrators. In addition, we will continue to utilize robo-texts sent out via Talking Points, QR codes, and hard copies of papers as needed. Paper/Toner will assist in the family and community engagement.

How will parents and community stakeholders be involved in the development, monitoring and implementation of the Title I Schoolwide plan and how will they be advised of school decisions regarding the Title I program?

Narrative

Through an analysis of family and community surveys, we were able to gather rich data sources to analyze during our Needs Assessment. In addition, we have used robo-texts sent out via Blackboard and Talking Points, QR codes, and papers sent home. Additionally, we provided information on our Title I plan during family and community involvement nights and student evening performances. We will continue to do this at

events during the 24-25 school year.

How was the Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes made available in languages and formats accessible for every family and community stakeholder of the school?

Narrative

A large amount of our Rockwood community speaks mostly Spanish. To reach all stakeholders, all school communication (paper and toner required - 511 funded) is sent home in English and Spanish. Translations are done via school staff who are bilingual and certified translators through the district, as well as the district-provided Language Link. Additionally, many staff members are working toward becoming more proficient in Spanish to better serve our students and families. We used Talking Points, QR codes, and papers sent home. Additionally, we provided information on our Title I plan during family and community involvement nights and student evening performances.

How was the school vision and mission for student success collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students?

Narrative

Through an analysis of family and community surveys, we were able to gather rich data sources to analyze during our Needs Assessment. In addition, we utilized student surveys to include student agency and voice into our Purpose. One large area for growth we noted was the need for revisions to truly highlight where Rockwood will be for the 2024-2025 school year. Overall, our school wide Purpose statement continues to grow and evolve as our students, staff, and community does as well. We will continue to build upon our social media presence to communicate with our stakeholders the work that is taking place to provide our students with opportunities that enhance their educational experience.

Section I Notes

Yes

Section Notes

Continue to highlight and build on the wonderful things at Rockwood through social media. Your team worked hard to make the site more engaging and transparent through social media.

II. Comprehensive Needs Assessment

As the school principal, I certify that:

Yes

The schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. **[ESSA, Section 1114(b)(6)]**

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).

3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups, and examination of student, teacher, school and community strengths and needs, and a summary of the priorities that will be addressed in the Title I School-wide Plan.

Identify data sources used including Performance, Perception, and Demographic data from a variety of sources and provide detailed analysis including student subgroups.

Narrative

The administration team began by gathering year long Performance data indicators (listed and linked below). We then used our instructional leadership team to do a full review. The team individually reviewed each data set, then in partners, and groups. We first identified strengths and areas for need (listed below) and then action steps rooted in data. (available in 90 day and Title 1 plan).

GRANDY'S CLUSTER (PROJECTED PROF.)
ROCKWOOD NWEA EOY DATA
COGNITIVE TOYBOX
DISTRICT BENCHMARK DATA
DISTRICT BENCHMARK COMPARISON
CHRONIC ABSENTEEISM
EOY BEHAVIOR SUMMARY REPORT
SCHOOL CLIMATE RESPONSES/SUMMARY
90 DAY PLAN

Identify areas of strength and areas of need for students, teachers, and the school community. It might help to perform a SWOT analysis. What is indicated by the school's data sources?

Narrative

As a team, we noted one strength was overall growth, especially when it comes to 4th Grade and Pre-KDG. While other grade levels also showed growth from last year to this year, it is not as significant. Ultimately, the team determined that the high levels of growth in PK and 4th Grade can be attributed to purposeful small group work based on students' needs. In addition, the team came to the conclusion that strong teams lead to strong student growth. Teacher efficacy is a strong contributing factor.

The team was able to determine many critical areas for growth. Ultimately, we determined our highest leverage next steps would be to increase consistency across all areas, and to create a culture of growth and accountability in both ELA and Math.

Building wide we were able to determine that our older students have a lower percentage of students that

are chronically absent. This can be attributed to their independence in getting ready for school and ability to get themselves to school if needed. In addition, a strength was that students reported feeling safe at school and enjoy coming to school. A final strength we identified was that teams with better attendance also had better achievement. This connects to the self efficacy identified above.

An overall area for growth was a lack of shared ownership and accountability from all stakeholders. As a team, we will need to improve the perception of Rockwood and hold all stakeholders accountable for the Learning Environment. This includes staff, students, families, and partners. Chronic absenteeism continues to be a large area for improvement.

As a team, we determined that one of our strengths was creating SMART goals to guide our work during the 2023-2024 school year. In addition, we started the year strong with professional development tailored to our Rockwood Instructional Handbook. The team determined that we have effective and comprehensive instructional resources available for staff.

One area for growth identified by the team was consistency. While we began with a focus on our Instructional Handbook and acknowledgements, they were not consistently monitored throughout the year. In addition, we identified an area for growth was professional learning that is intentional, actionable, and based on current trends.

Identify the priorities for the school which are aligned with the needs identified in the Needs Assessment. Separately identify the priorities for students, teachers, and family/community engagement.

Narrative

Increase Literacy Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING

Increase Math Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING

Increase Attendance Rates

SCHOOL CLIMATE AND CULTURE - INSTRUCTION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING, SCHOOL CULTURE, STUDENT, FAMILY & COMMUNITY SUPPORT

What evidence will show that the school's Title I School-wide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk? How frequently will the Title I committee meet to review and evaluate progress?

Narrative

Focus Goal #1 - Increase Literacy Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING
GROWTH

100% of students will show growth in NWEA and CTB.

71% of students will meet their growth goals from BOY to EOY, according to NWEA.

100% of students will meet, or exceed expectations, according to CTB.

BOY to MOY:

53% of students (K-4) will meet their mid-year projected growth goal on NWEA.
57% of students (PK) will be On Track in Language Literacy Development, according to Formative Check Point #1

MOY to EOY:

64% of students (K-4) will meet their mid-year projected growth goal on NWEA.
100% of students (PK) will be On Track in Language Literacy Development, according to Summative Check Point #2.

Focus Goal #2 - Increase Math Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING
GROWTH

100% of students will show growth in NWEA and CTB.
64% of students will meet their growth goals from BOY to EOY, according to NWEA.
100% of students will meet, or exceed expectations, according to CTB.

BOY to MOY:

48% of students (K-4) will meet their mid-year projected growth goal on NWEA.
48% of students (PK) will be On Track in Cognition, according to Formative Check Point #1

MOY to EOY:

63% of students (K-4) will meet their mid-year projected growth goal on NWEA.
100% of students (PK) will be On Track in Cognition, according to Summative Check Point #2.

Focus Goal #3 - Increase Attendance Rates

SCHOOL CLIMATE AND CULTURE - INSTRUCTION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING, SCHOOL CULTURE, STUDENT, FAMILY & COMMUNITY SUPPORT

GROWTH

At Rockwood, less than 20% of students are chronically absent.

BOY to MOY:

Less than 10% of students are chronically absent.

MOY to EOY:

Less than 20% of students are chronically absent.

We will review at 30, 60, and 90 days.

Section II Notes

Yes

Section Notes

Remember the +15 as you are setting NWEA goals. How are you guaranteeing that 100% of students will show growth? I would rethink solely focusing on attendance. As shared before, it is about increasing the engagement and participation of students and parents that makes them want to show up everyday.

III. Schoolwide Plan Strategies

As the school principal, I certify that:

Yes

The Title I School-wide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (**as defined in ESEA Section 1111 (c)(2)**) to meet the challenging State academic standards;

- use methods and instructional strategies (particularly evidence-based strategies as defined in **ESEA 8101(21)**) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards **ESEA, Section 1114 (B)(7)(A)(iii)**;
- provide professional development and other activities for teachers, paraprofessionals and other school personnel to improve instructional and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (**ESEA, Section 8101(42)**).

Additional factors to consider when selecting strategies to include in the schoolwide program:

- preschool programs (**ESEA Section 1114(c)**)
- delivery of services by nonprofit or for-profit external providers (**ESEA Section 1114(d)**)
- dual or concurrent enrollment programs (**ESEA Section 1114(e)**)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these

strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

What evidence-based interventions, strategies, and activities (directly linked to needs identified in the Needs Assessment) will be used to provide an enriched and accelerated curriculum for all students that will result in significant improvements in student learning?

Identify any extended learning opportunities within and beyond the school day and school year.

Narrative

Overall, we identified a need for targeted and pre-planned professional learning that includes a clear opportunity for staff to GoLive with learning. For ELA, these sessions will include Into Reading, Unpacking Priority Standards (vertically), Reading Rope, QITA / Problem Solving Strategies, Tier 2, Marzano, Instructional Strategies, Technology, Cross curricular integration with Exploration, IEPs, ELL Instructional Strategies, and Differentiation. For Math, we will focus more fully on Unpacking Standards, Target and Success Criteria, and fully implementing Big Ideas. In addition, our Leadership Team will receive targeted professional learning on Effective leadership communication

Developing teammates (cultivating strengths), Process/procedure for lead teachers (and all teachers) going live with teams, Cross-curricular integration, and more (as identified by building wide trends). This targeted learning will help our team provide targeted instructional that will close students' instructional gaps and are aligned to our building wide goals. In addition, our Learning Lab will be utilized across grade levels for Literacy instruction (at least 2 times per quarter). Finally, we will update and tighten our Instructional Handbook to clearly outline Literacy and Math Instruction at Rockwood, with a focus on Tier 2 instruction.

At Rockwood, we utilize our instructional coach in many ways. She models classroom management and instructional strategies for teachers. In addition, our instructional coach supports during weekly data meetings and helps teachers with personal goal setting, and more.

How does the school plan to provide timely, effective, additional assistance to students who struggle to master state standards?

These activities may include:

- counseling;
- school-based mental health programs;
- specialized instructional support services;
- mentoring services;
- postsecondary education preparation;
- transition from pre-k to elementary school and between grade bands.

Narrative

Our focus on Tier 2 instruction will help ensure that students are receiving the small group support they need to be successful. Those students that require additional support will also be provided Tier 3

instruction. Our building wide schedules will ensure that guaranteed and viable curriculum will be delivered according to the required parameters. To assist with the transition from PK to KDG, we will have two transitional KDG classrooms that have support from an additional paraprofessional (511 funded). In addition, we will utilize online programs with student iPads, such as iXL that will require locks to secure the carts. In addition, we will utilize Character Strong, UFLI (511 funded), and more to support students in mastering state standards.

Identify clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.

Narrative

Rockwood has strong Tier 1 procedures and protocols in place. We will continue to closely follow the Student Code of Conduct. In addition, we will document in our Student Code of Conduct Document to track student behaviors throughout the year. Our counselor will assist in the follow through and implementation of Tier 2 and Tier 3 as needed.

We will also focus on Increase Attendance Rates and boosting school climate and culture. This will assist in helping us ensure students want to come to school. We will hold Friday assemblies, fully implement our PBIS store (using Class Dojo points), create a protocol to address chronic absenteeism conversations and steps, and finally, establish an events committee to organize community outreach, staff get-togethers, student events, and more.

The 90-Day Plan

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The 90-day plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's initiatives.

The Needs Assessment informs both the Schoolwide Plan and the 90-Day Plan but all 3 components should be aligned. Effective Schoolwide planning involves goal-setting and regular evaluation of stated objectives and activities.

Goals and Focus Areas are sourced from the [OKCPS Strategic Plan](#).

A guide for Action Plan design criteria may be found [HERE](#).

A 90-Day Plan template is located [HERE](#). Please make a copy and share the URL below.

1st 90-Day Plan URL

https://docs.google.com/document/d/1i-B1lQzenHVr0J9ah7uuQU0IxXuCof6NMnpMyIQZp_g/edit?usp=sharing

Section III Notes

No

IV. Coordination and Integration

As the school principal, I certify that, if appropriate and applicable, the schoolwide plan was developed

that:
Yes

in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. **ESEA, Section 1114(b)(5)**

Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

List the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I School-wide Program.

Examples of resources from other programs:

- Title II - Summer Institute, District Mentor, Recruitment Stipends, PDCs, etc.
- Title III - ELD Program Administrators
- IDEA - Speech Pathologists, School Psychologists, ESY, Bus Assistants, Program Specialists, IEP Facilitator, etc.

Identify all funding sources for the school and describe how these resources are leveraged (e.g., fiscal, human, time) to improve student outcomes.

Narrative

All of our funding will be geared towards our three focus goals, which directly impact student learning. We will Increase Literacy Proficiency, Increase Math Proficiency, and Increase Attendance Rates at Rockwood. This will be done by providing strong and effective Tier 1, 2, and 3 instruction. We will support students with additional instructional paraprofessionals (511 funded) as needed, and utilize a Family Community Advocate (511 funded) to more fully partner with families. Our family community advocate assists in supporting families in accessing resources and instructional materials. In addition, she supports Parent Universities, community events, overcoming attendance barriers and more. Our two additional instructional paraprofessionals support students in the classroom. Their primary focus is targeting instructional gaps and assisting in multi tiered systems of support for students. In addition, additional LEAD IT stipends, Lead teacher stipends (ELA, MATH, Science, Social Studies, LinkIt) (511 funded) , along with professional development and access to a highly qualified instructional coach (511 funded) will help support student and staff growth and development. LEAD IT stipends will allow teachers to have space and time for professional development to occur with fidelity according to building trends. In addition, Lead teacher stipends (ELA, MATH, Science, Social Studies, LinkIt) act as a liaison between the district and the school. These Leads support teachers in targeted professional learning. (We will utilize toner, ink, and paper (511 funded) for printers and the poster maker to ensure learning materials are accessible. UFLI(511 funded) will be an additional literacy resource that is utilized from PK-2nd grade to support in Phonemic Awareness and Phonics instruction, specifically for Tier 2 instruction. In addition, we will use iXL, Reading Horizons, and UFLI (511 funded) to better close students instructional gaps in ELA and Math. In addition, Smart Dismissal - School ID and tag (511 funded) will help us ensure students are safely able to arrive and dismiss from school. This will allow families to feel confident and safe with Rockwood procedures and

protocols. Smart Dismissal - School ID and tag will allow for an organized release to occur, and also assist if a need for reunification arises.

At Rockwood, we utilize our instructional coach in many ways. She models classroom management and instructional strategies for teachers. In addition, our instructional coach supports during weekly data meetings and helps teachers with personal goal setting, and more.

Describe how all funding sources are utilized to support the Title I School-wide Program.

Narrative

Title 1 Budget, 515 budget (including carryover)

Section IV Notes

No

V. Evaluation and Plan Revision

As the school principal, I certify that: The Title I School-wide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **ESEA, Section 1114 (b)(3)**

Yes

Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

How will the school leadership include all stakeholders to regularly monitor high quality implementation of the Title I Schoolwide Plan, based on short and long-term goals, for student outcomes? How frequently will the plan be reviewed?

Narrative

We will meet as a team at 30, 60, and 90 day marks to review current progress and determine next steps. We will be able to determine short term success by the completion of action steps, and long term success from our student growth indicators.

As a data driven school, we will collect hard evidence to ensure that our plan is successful. If we identify gaps as a team, we will create additional action steps to meet needs. Each focus goal is broken down into monitored and measurable outcomes (see below). In addition, we will meet as a team to do a full needs assessment and review before planning our next 90 days.

Focus Goal #1 - Increase Literacy Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING GROWTH

100% of students will show growth in NWEA and CTB.

71% of students will meet their growth goals from BOY to EOY, according to NWEA.

100% of students will meet, or exceed expectations, according to CTB.

BOY to MOY:

53% of students (K-4) will meet their mid-year projected growth goal on NWEA.

57% of students (PK) will be On Track in Language Literacy Development, according to Formative Check Point #1

MOY to EOY:

64% of students (K-4) will meet their mid-year projected growth goal on NWEA.

100% of students (PK) will be On Track in Language Literacy Development, according to Summative Check Point #2.

Focus Goal #2 - Increase Math Proficiency

INSTRUCTIONAL INFRASTRUCTURE - CURRICULUM, INSTRUCTION, CLASSROOM ASSESSMENT & EVALUATION, PROFESSIONAL GROWTH, DEVELOPMENT & EVALUATION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING
GROWTH

100% of students will show growth in NWEA and CTB.

64% of students will meet their growth goals from BOY to EOY, according to NWEA.

100% of students will meet, or exceed expectations, according to CTB.

BOY to MOY:

48% of students (K-4) will meet their mid-year projected growth goal on NWEA.

48% of students (PK) will be On Track in Cognition, according to Formative Check Point #1

MOY to EOY:

63% of students (K-4) will meet their mid-year projected growth goal on NWEA.

100% of students (PK) will be On Track in Cognition, according to Summative Check Point #2.

Focus Goal #3 - Increase Attendance Rates

SCHOOL CLIMATE AND CULTURE - INSTRUCTION, ORGANIZATIONAL STRUCTURE & RESOURCES, COMPREHENSIVE & EFFECTIVE PLANNING, SCHOOL CULTURE, STUDENT, FAMILY & COMMUNITY SUPPORT

GROWTH

At Rockwood, less than 20% of students are chronically absent.

BOY to MOY:

Less than 10% of students are chronically absent.

MOY to EOY:

Less than 20% of students are chronically absent.

What processes will be used to monitor effectiveness of the Title I Schoolwide Plan and revise as necessary to increase student learning?

Narrative

Throughout the year we will gather NWEA, Cognitive Toybox, WIDA, Benchmark, Survey Data, and more to guide our planning. Each goal is a SMART goal that will be directly measured and monitored using NWEA growth goals, Cognitive Toybox, or Chronic Absenteeism rates on infinite campus. As a data driven school, we will collect hard evidence to ensure that our plan is successful. If we identify gaps as a team, we will create additional action steps to meet needs. Each focus goal is broken down into monitored and measurable outcomes (see below). In addition, we will meet as a team to do a full needs assessment and review before planning our next 90 days.

Section V Notes

No

VI. Site Professional Development Plan

Each site should complete a Professional Development Plan for the school year based on areas of need identified in the Title I Comprehensive Needs Assessment. This Plan should be comprehensive in nature and include all Professional Development funding sources provided to the school.

- **Funding Source:** Identify what funding source will pay for the PD activity.
- **Date:** Date or date range that the PD activity will take place.
- **PD Activity/Description:** Include the name of the activity along with information such as target audience, registration fees, training products purchased, trainer fees, stipends, etc.
- **Number of Staff Trained:** Include all staff members that will participate in the PD activity.
- **Total Costs:** Provide a total of the funds used to pay for the PD activity.

Untitled

Funding Source	Date(s) of Activity	PD Activity/Description	# Staff Trained	Budgeted Amt.
511	After school collaboration (Monday from 3:30-5:00)	Into Reading Unpacking Priority Standards (vertically) Reading Rope QITA / Problem Solving Strategies Tier 2 Marzano Instructional Strategies Technology Cross curricular integration with Exploration IEPS ELL Instructional Strategies Differentiation Unpacking Standards Target and Success Criteria Expectations of what is in a math block Curriculum resource	31	52,080
511	Instructional Leadership Team PD (Before school from 7-8 AM on Fridays)	Effective leadership communication Developing teammates (cultivating strengths) Process/procedure for lead teachers (and all teachers) going live with teams Cross-curricular integration	15	10,500
511	IT Days (June 22, 23)	Purpose Development and Implementation PBIS Tier 1 and Tier 2 Instruction Data Driven Instruction Backwards Design	31	10,416

Describe the professional development and other activities offered to teachers, paraprofessionals, and other school personnel to improve instruction and effective use of data from academic assessments to inform instructional practices.

Deacribe the clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Narrative

Throughout the school year we will provide targeted and embedded professional learning for all staff. This will be done for ALL staff during Staff Meetings according to building wide trends. It will be done for targeted groups and differentiated by grade levels during our after school collaboration time on Mondays from 3:30-5:00 PM. In addition, it will be done for our Leadership Team to help develop and grow them as leaders and ensure they are fully developing their teams on Fridays from 7:00-8:00 AM. Additional stipends (511 funded) will be required for this professional learning. During the school day we will utilize PLC time to hold Weekly Data Meetings and provide targeted professional development on current standards and best instructional techniques. LeadIT Stipends will allow for our staff to learn high leverage instructional strategies to target student gaps, and provide the space for the new learning to go live.

In terms of recruiting teachers, we are looking everywhere and using everyone! We are being selective and ensuring that we are hiring highly qualified and committed staff members that want to grow and learn. To support them, we are providing targeted professional learning, a grade level lead teacher (PK through 4th Grade), one highly qualified instructional coach (511 funded), and full access to PAM (admin). In addition, we try and take as much work off of our teachers as possible. Creating schedules, plans, access to a Parent Advocate (511 funded), additional paraprofessionals, and more.

Section VI Notes

No

Plan Submission [SchoolInfo2.ApproverName1]

Submission of this plan indicates the following:

- I,Mary Bagnell, the principal, have convened a site-level team to develop and review the plan and this document is the result of this team's work;
- This plan is aligned with the needs expressed by an examination of your school's data and a creation of a needs assessment document;
- Submission of this plan represents a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitor progress.
- I confirm that this plan is a living document and that adjustments will likely be needed based on ongoing data review, periodic in-depth analysis, and reflection.
- This plan is now ready to be reviewed by my supervisor and other district administrators;
- This plan is ready to be submitted to the Oklahoma State Department of Education.

Principal's Signature

**Initial
Submission
Date
6/3/2024**

Paula Pluess

Principal Supervisor Review Mary Bagnell

I, Mary Bagnell, the Principal Supervisor, have reviewed this plan, agree to support the implementation and frequent review of the plan, and ensure this plan becomes and remains a living document.

Supervisor
Approval Date
6/11/2024

Federal Programs Review Dee Cox

Final Approval
Date
6/18/2024

Review Cycle. To be completed at the end of each 9 weeks with the Principal Supervisor.

First 9 Weeks	Second 9 Weeks	Budget Review
No	No	No
Third 9 Weeks	Final	
No	No	
Review Notes		
No		