eGrant Management System

Printed Copy of Application

Applicant:	55-Z001 Epic 1 on 1 Charter School
Application:	2019-2020 Continuous Improvement Plan - A0 - 0972 EPIC One of One HS
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 1
Date Generated:	4/27/2020 5:02:23 PM
Generated By:	14570

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	The strengths identified in this area include: 3.1c - classroom instruction routinely accommodates various learning styles, multiple intelligence, and brain research. 3.6g - Extensive resources are available in all content areas to support the school's implemented curriculum. 3.3 - Monitoring of instructional strategies and learning activities, a-d.	The challenges are: 3.2 - alignment of instructional strategies and learning activities, b- learning activities routinely require students to complete assessment tasks similar to those on the state assessments (e.g open response questions, experiences with various types of reading, converting data to graphs). 3.7b - teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas, identifying individual student strengths and needs to make instructional decisions.
Learning Environment - Elements 4,5,6	The strengths identified in this area include: 6.1a - The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. 6.2a - the school has developed and implemented a formal process to identify professional development needs for all staff members. 6.3b - Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan. 6.5d - the school includes the use of nontraditional (e.g online professional development opportunities) to provide and/or embed professional development.	The challenges are: 6.4a - A formal process (e.g annual survey, needs assessment, development of individual growth plans) is used to determine priorities for school professional development. 6.4f - participants use knowledge gained through content-area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.6.5g - Staff members establish small group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.6.7 - School/district provides a clearly defined evaluation process. 6.10 - Process of personnel evaluation.
Collaborative Leadership - Elements 7,8,9	The strengths identified in this area include: 7.5 Instructional staff's access to curriculum training. 7.11 Leadership skills of the principal. 8.1 Students have access to the entire curriculum to meet their individual needs. 9.1 Collection of data for planning. 9.5 Planning reflects unique learning needs.	The challenges are: 9.3 Use of collected data for planning. 9.6 Planning shows desired results.

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(254 of 1000 maximum characters used)

To fulfill each student's potential by customizing educational plans and training by using data and evidence-based practices that focus on school, family, and post-secondary partnerships in pursuit of optimal student achievement for a sustainable future.

Continuous Improvement Vision Statement (118 of 1000 maximum characters used)

To individualize and customize instruction for all of our students by leveraging data and streamlining communications.

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 (139 of 250 maximum characters used)	Pillar and Element	Target Date
By June 2020, the percentage of proficient ACT Math scores for Grade 11 will increase from 8% to 12% totaling 390 of 3254 students in FY19.	AP - Curriculum*	5/31/2020

FY20 Priority 2: SMART Goal (147 of 250 maximum characters used)	Pillar and Element	Target Date
By June 2020, Student participation in post-secondary opportunities will increase by 10% - from 54% to 64% totaling 2083 of 3254 students in FY19.	LE - Professional Growth, Development, & Evaluation*	5/31/2020

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.

(7997 of 8000 maximum characters used)

Overview For FY19 CIP, Epic will support its mission of optimal student achievement and sustainable futures through the implementation of ACT Preparation and Dual Enrollment. Also, Epic will increase data utilization and streamline communications to inform professional development priorities and classroom instruction. Leadership compiled OK 9EE responses, OSTP data, perception surveys and district benchmark data. Data triangulation facilitated the identification of two SMART goals: P1. By June 2020, the percentage of proficient ACT Math scores for Grade 11 will increase from 8% to 12% totaling 390 students P2. By June 2020, Student participation in post-secondary opportunities will increase by 10% - from 54% to 64% totaling 2083 students CSI Committee (CSIC) data review illustrated current classroom activities failed to prepare students for state testing. Associated critical areas for improvement relate to student math skills. Class content modifications illustrated reactive resolutions rather than proactive planning strategies. Finally, benchmark data from Edmentum did not align well with ACT math indicators. In turn, Math related SMART goal serves as Epic's main priority. To enable P1 improvement, Epic must align all ACT instructional resources to ACT, streamline professional development, implement new benchmark platform Method, provide students access and training on ACT including TI-84 graphing calculators, and increase teacher resources. This will be achieved with the implementation of purposeful professional development department revisions including inter-department meetings with data review, specialized ACT PD workshops, hire ACT coach, enhance ACT/Math Coach certifications, develop tutoring partnerships, and establish an ACT pathway for teacher instruction to increase student proficiency and understanding. This pathway will improve their ACT math skills using practice tests, TI-84 calculator training, and tips and tricks for test-taking. Also, the new ACT Coach will improve teacher training skills by receiving ACT certifications. Epic also establish a partnership with Sylvan Learning Center to provide ACT test prep free of charge. To supplement P1, Epic will increase student ownership and testing preparedness by establishing real-world connections to post-secondary opportunities. P2, Next Step participation is supported by schoolwide Next Step enrollment mandate for both juniors and seniors to increase participation rate from 54% in FY18 to 64% in FY19. NextStep enrollment will be achieved through teacher training at July 2019 PLC, related resource content online upload, student Welcome Packet distribution, NextStep inclusion on required Student Individual Learning Plan ensuring student-teacher discussion/selection for auto-enrollment. Epic partnership development must continue with local businesses to increase real-world internships. Through external funding, Epic seeks to implement a real-time distance learning network to increase concurrent learning and established partnerships enabling students to enroll in certificate programs, STEM initiatives, and entrepreneurial programs to increase option availability.EBI With Goals and 9EE Focus areas established, CSIC reviewed WWC EBIs related to increasing student achievement in high school, enhancing testing scores specifically related to math, and the use of Student Data for Planning. Then WWC filtered by Epic Student demographic to find a "Tier 1:Strong Evidence" intervention. While ACT/SAT Preparation and Coaching EBI did not provide "strong evidence" it does indicate enhanced student achievement and support utilization of specialized testing training for better outcomes - supporting P1. Sustainability will be achieved by providing Teachers and Students support needed for continual testing improvement. Correlating actions include: ACT Pathway implementation, Sylvan Learning center test prep availability. Green Dot Public School EBI with potentially positive effects on mathematics, aligns closely to Epic as Charter School Study related to Math. Thus, Epic will emphasize a curriculum preparing students for college--thereby supporting both goals. Sustainability will be attained by modifying current PD/PLC priority development process to include interdepartmental meetings structured to review benchmark data for training and curricula changes suited to emergent needs.Dual Enrollment Programs EBI is supported by two Tier 1 Strong Evidence studies by Berger, et al. and Edmunds Et al. (2013, 2015 respective). This EBI serves to increase student engagement in post-secondary options reviewed numerous studies. According to Edmunds, et al. (2015) found early college engagement significantly increases students HS graduation rates, academic achievement, and postsecondary program enrollment, aligning to P2 through our

NextStep program enhancement. Berger's Early College, Early Success focused on providing not just dual enrollment but other certificate and work related opportunities with built in support to target low-income student enrollment (1994). Supporting P2, this study engaged multifaceted enrollment options aligning with Epic's personalized learning paradigm and high economically disadvantaged populations. Sustainability will be achieved through Next Step's partnership development to enable multifaceted placement options. Additionally, through the creation of Distance Learning environment leveraging existing dual-enrollment options will enhance sustainability through increased option availability requiring minimal time set up.Progress MonitoringThree benchmarks over the year will indicate P1 progress. Benchmark 1:ACT evaluation of Grades 9-10, full Method ACT-like exam of Grade 11. BM1 indicate areas of concern/low skills to teacher for student focus. Benchmark 2: Grades 9-11 complete practice ACT. BM2 shows EBI efficacy and indicates new focal point for instruction. Benchmark 3: Grades 9-10 take full ACT, Grade 11 take state ACT test. P2 progress monitored by weekly NextStep participation report shared with CSIC team. Also, MDIs and Principals use NextStep dashboard data during teacher meetings to monitor participation. Upon Benchmark close, interdepartmental meetings method data, math scores and NextStep enrollment evaluation will determine P1-2 progress and upcoming PLC/PD priorities.District-District enhanced development by including administration in the process of goal development through 9EE completion, data triangulation, etc. Additionally CISC leads met regularly with Administration to attain data, share development, and solve problems related to implementation development.District supported P1 by: ACT Math Pathway Support, ACT Coach position creation, a consultant to development ACE IT ACT PD, TI-84 access, and the partnership with Sylvan Learning.P2 includes: post-secondary relationship development, Distance Learning Grant pursuits, NextStep training and partner outreach.Finally, district leadership will attend interdepartmental meetings for intervention evaluation.PLCs- P1, Math ACT Pathway distributed to all teachers at PLC on 10/2/19 provided by instructional coaches. The ACT Pathway provides a framework to help students practice ACT Math questions, become familiar with a TI- 84, and learn tips and tricks for the ACT. Principals will monitor accountability through teacher illustration of student task completion at monthly meetings. P2, the Next Step training delivered at Summer 2019 PLC for all teachers. The Next Step teacher toolkit and Epic U training, required annually, now posted online for all teacher access. PDAdditionally, interdepartmental meetings including all PD/PLC planners will work together in evaluating benchmarks to determine priorities for teacher development in support of both SMART Goals. From initial reviews, CISC determined specific regional ACT Workshops should be provided to teachers by expert Chad Cargil

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 June 2020, the percentage of proficient ACT Math scores for Grade 11 will increase from 8% to 12% totaling 390 of 3254 students in FY19.

Pillar and Element: AP - Curriculum

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.*
Align resources to ACT thru Method Benchmark 9EE 3.2, 3.2b, 3.7b, 3.1b, 3.2b and d	Director of Assessments, Principals, MDIs, DTDs, Teachers	Method/ACT Checklist, ACT Pathway	Providing scores that correlate directly to instruction that do not require additional computations. Support staff tasked with creating simple chart to ease teacher requirement.Not all students completing the checklist prior to the ACT. Teachers should log into Method weekly to make sure their students are completing the	Pilot - Spring 2018. Pilot Review June 2018. Full implementation FY19.	General Fund	Pilot Survey Review - June 2018Epic U training completion review at Benchmark 1 - Interpret meetingReview of Benchmark progress at BM2 Meeting.

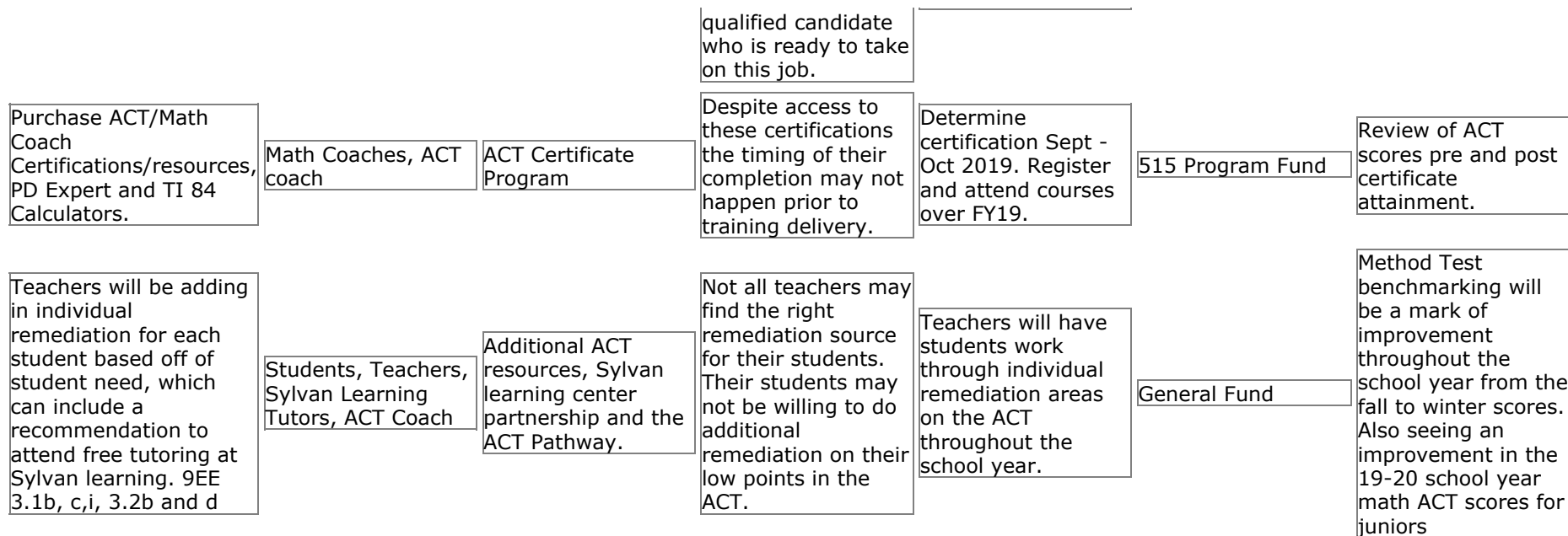|						
			checklist.			
An ACT Pathway will be given to all Epic teachers to help them guide their students to success on the math portion of the ACT. Access to calculators and training will be the main focus as this pathway continues to develop. 9EE 6.3d, 5.2f, 3.1d, 3.1i-j, 3.2b and d, 3.5a and c.	Math Coaches, CSI Committee, ACT Coach, Teachers, Principals, and MDIs	ACT Pathway and TI 84 Calculators for all students with training.	This plan will be developing as the year progresses. It will be a learning curve for those developing, teachers implementing it, and students participating in it. Teachers will continue to provide feedback so we can continue to improve the tool.	10-2-19	General Fund for PLC and some calculators. Project 515 for additional calculators along with possible other grants to meet calculator need.	Monthly principal meetings with teachers. Method Test benchmarking will be a mark of improvement throughout the school year from the fall to winter scores.
Provide PD training for all of our teachers so they know how to use the plan with each student. Also have an ACT Expert train our teachers throughout the year on the ACT. 9EE 6.4a 6.4f, 6.5g, 6.6a, d, 8.3d and h, 3.2b, 6.4a 9.3, 9.6	Math Coaches, CSI Committee, MDI who plans the PLCs, Director of PD, and possibly and a consultant to develop ACE IT ACT Prep Professional Development.	TI-84 Calculators and Consultant to development ACT Professional Development.	Not all teachers will implement the plan nor will all students complete what has been given to them. Making sure teachers understand the importance of the ACT and encourage them to come to a small PD on ACT.	10-2-19 for initial ACE IT PD development by consultant. Workshops throughout year. Int.Dpt. Meeting at every benchmark to review PD priorities.	General Fund for PLC and Project 515 for Consultant to development ACE IT PD.	Provide teachers with a feedback form of how much they knew before training, how much the training has improved their knowledge of the ACT.Post Benchmark Int.Dpt. meetings evaluating data to determine PLC/PD priorities, discuss challenges, and monitor intervention progress.
Hiring of ACT Coach at Epic. 9EE 8.3d	HR Dept	ACT Coach	Finding someone who is experienced and can step in to oversee our ACT training for students and teachers. Seeking out a	Hiring ACT Coach in the Fall to oversee the rest of the school year.	General Fund	ACT Coach will be hired in the Fall semester

			qualified candidate who is ready to take on this job.			
Purchase ACT/Math Coach Certifications/resources, PD Expert and TI 84 Calculators.	Math Coaches, ACT coach	ACT Certificate Program	Despite access to these certifications the timing of their completion may not happen prior to training delivery.	Determine certification Sept - Oct 2019. Register and attend courses over FY19.	515 Program Fund	Review of ACT scores pre and post certificate attainment.
Teachers will be adding in individual remediation for each student based off of student need, which can include a recommendation to attend free tutoring at Sylvan learning. 9EE 3.1b, c,i, 3.2b and d	Students, Teachers, Sylvan Learning Tutors, ACT Coach	Additional ACT resources, Sylvan learning center partnership and the ACT Pathway.	Not all teachers may find the right remediation source for their students. Their students may not be willing to do additional remediation on their low points in the ACT.	Teachers will have students work through individual remediation areas on the ACT throughout the school year.	General Fund	Method Test benchmarking will be a mark of improvement throughout the school year from the fall to winter scores. Also seeing an improvement in the 19-20 school year math ACT scores for juniors

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 June 2020, Student participation in post-secondary opportunities will increase by 10% - from 54% to 64% totaling 2083 of 3254 students in FY19.

Pillar and Element: LE - Professional Growth, Development, & Evaluation

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.*
Training teachers on the NextStep Program and updating online PD and resource content. EE9 6.3a, b, c, d	Teachers, MDI, Director of PD, Principal, Next Step Coordinator	PLC, Next Step Toolkit, EpicU	Not all teachers will employed at Epic at the time of the summer PLC. Teachers do have EpicU to access all training at a later date. They also can contact their DTD, principal, or Next Step to get questions answered.	The all teacher PLC in the summer kicks off all training for the school year. EpicU training is available all year long to teachers.	General Fund	Weekly. Next Step staff receive a weekly Next Step Participation tracker. The tracker identifies students who would be eligible for concurrent/dual enrollment. It helps target students who have not yet been enrolled into a Next Step (post secondary opportunity).

Activity	Responsible	Document	Barrier	Timeline	Funding	Measurement/Notes
Student WelcomePacket sent to families so they know what to expect at Epic and include the Next Step Program in the packet. EE9 5.1c, e,1.5c,d e,f and 5.1c, d, e	Next Step Coordinator	NA	Having correct mailing addresses for all new families. We need to make sure teacher follow up that their new students receive the welcome packet.	Students will receive the packet before the school year begins	General Fund	Possibly adding a parent student survey at the end of the school year to see what they wished they would have known to help future families entering Epic.
The individual learning plan or ILP was updated with questions specific to areas of Next Step to more efficiently identify areas a student is interested in participating in at their first teacher meeting each school year. EE9 1.5c,d e,f and 5.1c, d, e	Teachers and Next Step Coordinator	ILP	Not all students want to participate in one of these programs. Or a student has a hard time finding an opportunity for them. Teachers partnering with their community and students to help them find a perfect fit.	At the beginning of the school year or in some cases the first time a teacher meets a student.	General Fund	Weekly. Next Step staff receive a weekly Next Step Participation tracker. The tracker identifies students who would be eligible for concurrent/dual enrollment. It helps target students who have not yet been enrolled into a Next Step (post secondary opportunity).
All Juniors and Seniors are required to enroll in a Next Step program; Votech, College Options, Internship, or Work Study and this is automatically placed on their schedule for the school year. EE9 1.a, c, d, e, f.	Teacher, GSM, and Next Step Coordinator	ILP	Not all students want to participate in one of these programs. Or a student has a hard time finding an opportunity for them. Teachers partnering with their community and students to help them find a perfect fit..	The student's schedule will automatically include the Next Step Program for the fall or spring semester as required.	General Fund	Weekly. Next Step staff receive a weekly Next Step Participation tracker. The tracker identifies students who would be eligible for concurrent/dual enrollment. It helps target students who have not yet been enrolled into a Next Step (post secondary opportunity).
			Not all students will			Weekly as as internships are part

Epic providing internship opportunities for students. EE9 1.5a, c, d, and e	Teachers, Principal, MDI, Next Step Coordinator	Next Step Toolkit, PLC	find an internship opportunity that fits what they are looking for. Epic can continue to create more opportunities for students throughout the year as they partner with the community.	Students wanting an Epic internship opportunity will get plugged in when they complete their ILP and their classes are setup.	General Fund	of the Next Step Program. Next Step staff receive a weekly Next Step Participation tracker. It helps target students who have not yet been enrolled into a Next Step (post secondary opportunity).
Epic has created partnerships with TEL Library / Colorado Christian University for students to complete concurrent/dual enrollment online. Also, Epic applied for funding to create a DLT network to leverage other LEA post-secondary options for certificate programs, AP Courses, Concurrent Enrollment, STEM Programs. EE9 1.5a, c, d, and e	Teachers, GSM, Next Step Coordinator	TEL and Colorado Christian University, Responsive Ed (LEA) - Automotive Cert Program, North Central TX College, & Lone Star College	Not all eligible students will enroll in the class. Some students may not find success in a college class while they are still in high school. Teachers can encourage eligible students to try one course while in high school.	Students choosing to do concurrent enrollment in their ILP will automatically be placed in a TEL course if eligible unless they decide to take a concurrent class somewhere else.	General Fund and USDA RUS DLT Grant	Weekly. Next Step staff receive a weekly Next Step Participation tracker. The tracker identifies students who would be eligible for concurrent/dual enrollment. It helps target students who have not yet been enrolled into a Next Step (post secondary opportunity).

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
Epic Online Method Instructional Resources For Teachers	6/1/19	LEA	
All Teacher PLC: Next Step Presentation	7/24/19	LEA	
EpicU Online Training; Method and NextStep	9/1/19	LEA	
All Teacher PLC; ACT Math Pathway and Chad Cargill presented to every teacher	10/2/19	LEA	
Benchmark Review Meeting- Interpret Data review for planning PD and sharing resources	11/1/19	LEA	
EpicEd : Epic Ed; ACe iT location, Epic Benchmarking Information, ACT Resources and Testing Info	11/1/19	LEA	
EpicU Online Training; Sylvan and ACe iT	12/1/19	LEA	
Two Regional Workshops by ACT Expert Chad Cargill	1/20/20	External Provider	
All Teacher PLC: ACT Math PD	2/3/20	LEA	
3 Benchmark Close Review Meetings	3/1/20	LEA	