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Applicant: 08-I086 GRACEMONT

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 GRACEMONT ES

Project Period: 7/1/2019 - 6/30/2020

Cycle: Original Application

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Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

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 through the three data sources are linked to essential element #1-Curriculum- (1.2c) The district facilitates and communicates OAS curriculum standards. The school initiates and continues internal discussion among all teacher to ensure horizontal alignment (1.4a). (1.6a) The schools' curriculum committee meets regularly and uses multiple indicators of student performance to evaluate, monitor and make recommendations for any needed revisions to the curriculum.	Weaknesses: 1.1 Curriculum alignment- 1.2d needs more collaboration of teachers to promote vertical alignment and new textbooks to help with the alignment. 1.3 overlaps and gaps, 1.4a Curriculum transition points- the district does not currently support this indicator. 1.6 Systematic evaluation of curriculum - need more pre and post testing and benchmark testing. 1.7b Curriculum needs more higher- order thinking and problem solving skills.
Learning Environment - Elements 4,5,6	A strength identified through the three data sources is the school's instruction based on Essential Element 3.1a where teachers use a variety of student learning activities. (3.1l) Teachers collaborate to develop standards-based, culturally responsive courses, units of study and lessons across content areas (Native American culture) 3.4c Teachers are wiling to attend several workshops. 3.7d. Teachers strive to regularly analyze their student's work.	Weaknesses: Teachers need to place more emphasis on standard based culturally responsive courses. (3.1l) (3.2b,d) Teachers need more of converting reading information or data into bar graphs and assessments need to mirror tasks similar to state tests. Teachers need updated technology tools to enhance student learning(3.5a) Instructional resources need current textbooks in all areas of instruction. (3.6)
Collaborative Leadership - Elements 7,8,9	The strength identified through the data sources is the district's willingness to provide assessment training and tools if resources can be found. District administration and the local board see the need for improved student assessment to ensure student progress. The school curriculum committee meets to design assessment tasks. Test scores are used to identify gaps in curriculum.	Weaknesses: All assessments need more and better alignment with OAS curriculum alignment standards (2.1a, b, c). Teachers need implementation of assessments and accountability, and utilize student portfolios for all content areas. (2.7, 2.8d)

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(417 of 1000 maximum characters used)

Our mission is to inspire and impassion students to learn. We will provide high quality, stimulating learning opportunities, which interest and motivate our students. We will challenge students to achieve their full potential and demonstrate a life-long love of learning. We will promote a working home-to-school partnership while developing confidence and independence in a safe and positive learning environment.

Continuous Improvement Vision Statement (189 of 1000 maximum characters used)

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential in an environment where is equal and all achievements are celebrated.

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 (128 of 250 maximum characters used)	Pillar and Element	Target Date
The percentage of students scoring proficient or above on the Math OSTP will increase from 0% to 15% by end of 2020 school year.	AP - Curriculum*	5/15/2020

FY20 Priority 2: SMART Goal (128 of 250 maximum characters used)	Pillar and Element	Target Date
The percentage of students scoring proficient or above on the ELA OSTP will increase from 13% to 20% by end of 2020 school year.	AP - Instruction*	5/15/2020

FY20 Priority 3 (Competitive): SMART Goal (154 of 250 maximum characters used)	Pillar and Element	Target Date
Core content areas will administer three interim assessments (BOY,		

| MOY, EOY) to increase student proficiency from 0% to 20% on the OSTP for core subjects. | AP - Classroom Evaluation/Assessment* | | 5/15/2020 |

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 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.

(7981 of 8000 maximum characters used)

NarrativeOverallThe Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data and the local benchmark tests. Electronic surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of two SMART goals: 1. The percentage of students scoring proficient or above on the Math OSTP will increase from 0% to 15% by end of 2020 school year.2. The percentage of students scoring proficient or above on the ELA OSTP will increase from 13% to 20% by end of 2020 school year.The overall data findings reveal that students lack math skill sets. Students in third through eighth grade demonstrate deficiencies associated with basic and foundational skills beginning in Prekindergarten/Kindergarten. Thus, the math SMART goal is the site's and district's first priority. The proposed action plan includes aligning all instructional resources with the OAS, developing a professional development strategic plan based on teacher's needs, providing focused training on interventions, reviewing /monitoring teacher instruction and teacher data binders by administrators, and celebrating achievements throughout the school. The overall data findings show that all students lack literacy skill sets. Pre-kindergarten through 3rd grade demonstrate deficiencies associated with basic phonemic awareness. Inadequate foundational skills hinder students' reading abilities in 3rd through 8th grades. Therefore, the second SMART goal for literacy is also a high priority. The proposed action plan for the literacy SMART goal includes aligning all instructional resources to OAS, developing a professional development strategy based on teachers' needs (reading and intervention strategies), providing focused training in guided reading, phonemic awareness and interventions, administering Phonological Awareness Screening Test (PAST), STAR assessments, reviewing/monitoring of instructional reading plans and teacher data binders by administrator, scheduling regular, short-, and long-term celebrations. Students will also be offered hands on and real life experiences to enhance their learning in all areas through math and science manipulatives and presentations that provide meaningful connections to all subject areas.Evidence-Based Interventions (EBI)District administrators and the leadership team accessed evidence ESSA and What Works Clearinghouse to select a "Strong Evidence," and will meet the identified instructional and learning needs. Additional student devices were an identified need in order to fully use the instructional programs and to provide digital learning experiences for our students. Technology used to support instruction produced greater gains than technology used for direct instruction is rated as "Moderate" (Effective research Briefs and Evidence ratings, pages 12-12; https://files.eric.ed.gov/ fulltext/ED593306.pdf. Sustainability will be achieved by growing teachers as teachers of all subject areas by providing the foundations students need for future learning. All teachers will implement evidenced-based instruction including literacy, math interventions, and differentiation, create portfolios of students' work and assessment data, meet bi-weekly as schedule allows with professional learning communities (PLCs) for training and progress monitoring of student achievements. Assessment software programs and additional computers and tablets for assessments are also needed. Effective Practices Research Briefs and ratings (page 7) define effective practices; Engage instructional teams in assessing and monitoring student mastery (Hattie & Timperley, 2007) show "Strong" effects for mastery learning and frequent formative evaluation; Assess student learning frequently (Hattie, 2016) is well supported by research and it rated as "Strong" as well. Https://files.eric.ed.gov/ fulltext/ED593306.pdf. A master schedule of instruction will be adjusted for fluid, flexible interventions during the regular school day. Curriculum that is OAS aligned will provide a guideline for instruction and sequential learning skills in all subject areas. We are adopting Journeys curriculum for Pre-K through 6th grades. One study evaluated Journeys in grades K-2. The study found statistically significant positive effects on ITBS scales averaging an effect size of +0.14, compared to control groups. This qualified Journeys for the ESSA "Strong" category (Evidence for ESSA - https://ww.evidenceforessa.org/programs/reading/elementary/journeys). A quasi-experimental study showing BrainPOP subscribers have higher standardized test scores than a matched group of non-subscribers in five states. BrainPOP earned the ESSA rating of "Moderate." This study compared

the academic performance of new BrainPOP subscribers to non-subscribers using the results of statewide tests taken at the end of the 2015-2016 school year. The results qualify as Moderate ESSA Evidence, showing that schools with a BrainPOP subscription had a greater increase in standardized state test scores than a matched control group in all three subject tests; Math, ELS, and Science. The effect was always positive, always statistically significant and the p<0.10 level, and verified in five states. To further validate the results, two additional correlational analyses that qualify as Promising ESSA Evidence were also performed. These analyses found generally positive results that were often statistically significant. The strongest effects were in grade 3-6 and in Math and Science. https://content.brainpop.com/rs/567-ANS-609/images/The%20Impact%20of%20BrainPOP%20on%20State%20Assessment%20Results%202018.pdf. Progress Monitoring-All elementary students will be screened, progress monitored, and interim assessed with STAR 360 for early literacy/reading and math, Phonological Awareness Screening Tests (PAST), and teacher generated formative assessments and student portfolios. At this time, the team is using the OSTP results to monitor science and social studies performance until current OAS aligned curriculum and interim assessments are implemented. The team recognizes that data sources have not been used to make informed, instructional decisions; therefore, a professional development strategy to strengthen instruction is being developed. The administration will conduct frequent checks to confirm implementation of progress monitoring.District InvolvementThe district will support the following initiatives: scheduling of intervention/enrichment activities within the elementary schedule during school hours; extended science and social studies activities or learning opportunities; retired teacher volunteers for tutoring in literacy, Johnson O'Malley program (JOM) tutoring part time during school hours, and a paraprofessional to assist teachers and students.Professional Learning CommunitiesFor 2019-2020, PLCs will be devoted to the following: analyzing student data to identify struggling students that need interventions; identifying adjustments in instructional practices to better meet learning needs. Interventions will be flexible and include enrichment activities. Reviewing all levels of student work is critical in order to ensure that all students grow and are appropriately challenged. PLCs will meet bi-weekly for at least one hour.Rigorous Review Process-The leadership will continue to monitor student data to measure the effectiveness of professional development programs and instructional strategies implemented.Operational Flexibility -The district is committed to assisting and supporting the Gracemont Elementary plan for success in the academic achievement of its students by allowing professional development opportunities outside of the school in collaboration with other schools and professionals.

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:	The percentage of students scoring proficient or above on the Math OSTP will increase from 0% to 15% by end of 2020 school year.
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.*
Administration will meet with each classroom teacher 5 times per yer to review assessments and instructional practices (EE 7.11d; 7.11j, 3.3a, 2.1)	Principal	Time scheduled for principal to observe instruction and assessment practices	Barrier: Unforeseen scheduling conflictsSolution: Prioritize; becomes routine practice	August 7, 2019--May 15, 2020	General	Student portfolios, data collection of assessments
Weekly PLC meetings held throughout the school year to discuss assessments, practices, and ideas (EE 1.2c, 2.2a, 4.2c, 3.7b, 6.2bg,c,f)	Leadership Team with Faculty	PLC schedule with agendas and necessary handouts. Relevant and intentional Professional Development activities	Barrier: Unforeseen scheduling conflicts with school activities.Solution: Collaborate with faculty and school calendar to prioritize PLC meetings	August 7, 2019--May 15, 2020	Project 515	Time sheets and minutes

Purchasing OAS aligned curriculum (Oklahoma Math, STAR Math)(EE1.1a, 1.1b, 1.1c)	Leadership Team with Faculty	OAS booklets and/or OSDE web siteDocumented EBI research	Barrier: Funding, false assumtion that instruction is OAS aligned	September 2019	Project 515	Determining Tier of Evidence for products and programs
Benchmark assessments implemented and analyzed to identify need of low-performing students (EE 1.2c, 2.1b, c, 2.2a)	Classroom teacher and administration	Assessment calendar STAR Math	Barrier: Perception of "more testing" Solution: Developing assessments that are meaningful and intentional for the data needed to analyze	August 7, 2019--May 15, 2020	Project 515	Classroom teacher assessments and student portfoliosProgress charts
Celebrate student successes through school recognition, certificates, setting goals (EE 4.10a,e, 4.8c,d,h, 4.3)	Classroom teacher and administration	Primary reinforcers, certificates of achievements, progress charts	Barrier: Students' lack of motivationSolution: Develop rewards and incentives that are meaninful to students	August 7, 2019 - ongoing	Project 515, Donations	Classroom teacher assessments and students portfolios Progress charts
Staff will implement monthly assessments to identify and serve students' needs (EE 2.2a, 2.4a,b, 2.5b,e, 2.8b,c,h)	Classroom teacher and administration	Assessment calendar and STAR Math	Barrier: Perception of "more testing"Solution: Developing assessments that are meaningful and intentional for the data needed to analyze	August 7, 2019 - ongoing	Project 515	Classroom teacher assessments and portfolios to document students' progress

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:	The percentage of students scoring proficient or above on the ELA OSTP will increase from 13% to 20% by end of 2020 school year.
Pillar and Element:	AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Purchasing OAS aligned curriculum (Journeys, Phonics) (EE1.1a, 1.1b, 1.1c)	Leadership Team with Faculty	OAS booklets and/or OSDE web siteDocumented EBI research	Barrier: Lack of knowledge to fully implement all of the resources availableSolution: Training provided by the publisher to inform teachers of all aspects of curriculum	August 2019-September 2019	Project 515	Determining Tier of Evidence for products and programs
Weekly PLC meetings held throughout the school year to discuss assessments, practices, and intervention strategies (EE 1.2c, 2.2a, 4.2c, 3.7b, 6.2b,c,f)	Leadership Team with Faculty	PLC schedule with agendas and necessary handouts	Barrier: Unforeseen scheduling conflicts with school activitiesSolution: collaborate with faculty and school calendar to prioritize PLC meetings	August 7, 2019-ongoing	Project 515	Time sheets and minutes

Strategy	Person Responsible	Resources	Barrier/Solution	Timeline	Funding	Evidence
Celebrate reading achievements quarterly with students and parents (e.g., AR points, certificated, store items, and events) (EE 4.10a,e, 4.8c,d,h, 4.3)	Classroom teacher and administration	Primary reinforcers, certificates of achievement, progress charts	Barrier: Students' lack of motivationSolution: Develop rewards and incentives that are meaningful to students	August 7, 2019-ongoing	General Fund, PTO	Classroom teacher assessments and student portfolios Progress charts documenting set and achieved goals
Benchmark assessments implemented and analysed to identify the needs of low performing students (EE 1.2c, 2.1b,e, 2.2a)	Classroom teacher and administration	Assessment calendar STAR Early Literacy and Reading	Barrier: Perception of "more testing"Solution: Developing assessments that meaningful and intentional for the data needed to analyze	August 7, 2019-ongoing	Project 515	Classroom teacher assessments and student portfolios to monitor progress
Continuous progress monitoring using monthly assessments, small groups, and portfolios. (EE3.3b, 2.8b,c,d,f)	Classroom teacher and administration	Assessment calendar STAR Early Literacy and Reading	Barrier: Time constraints due to small staff and additional dutiesSolution: Prioritize; develop an efficient system to gather and analyze data	August 7, 2019-ongoing	Project 515	Classroom teacher assessments and student portfolios to monitor progress
Administration reviews guided reading plans, and teacher data binders for instructional monitoring (EE 7.11d,j, 3.l3a, 2.1)	Principal	NA	Barrier: Unforeseen scheduling conflicts with school activitiesSolution: Collaborate with faculty and school calendar to prioritize PLC meetings	August 7, 2019-May 15, 2020	General Fund	Student portfolios, data collection fo assessments from curriculum and benchmarks.Work samples

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 3 SMART Goal:	Core content areas will administer three interim assessments (BOY, MOY, EOY) to increase student proficiency from 0% to 20% on the OSTP for core subjects.

Pillar and Element:	AP - Classrom Evaluation/Assessment

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.*
Develop and implement a PLC calendar for 2p019-2020 school year that includes PD opportunities (EE 6.4, 6.1a,b,c, 6.2b,c)	Leadership Team with Faculty	School calendarSchedule of various PD programs	Barrier: Unforeseen scheduling conflicts with school activitiesSolution: Collaborate with faculty and school calendar to prioritize meetings and programs	August 7, 2019 - ongoing	Project 515	Time sheets and minutes
Weekly PLC meetings held throughout the school year to discuss assessments, practices and ideas (EE 1.2c, 2.2a, 4.2c, 3.7b, 6.2b,c,f)	Leadership Team with Faculty	PLC schedule with agendas and necessary handouts.Relevant and intentional Professional Development activities	Barrier: Unfoeseen scheduling conflicts with school activitiesSolution: Collaborate with faculty and school calendar to prioritize meetings and programs	August 7, 2019-- ongoing	Project 515	Time sheets and minutes

Benchmark assessments implemented and anlayzed to indetify the needs of low-performing studdents (EE 1.2,, 2.1b,c, 2.2a)	Classroom teacher and administration	Assessment calendarSTAR MathSTAR ReadingSTAR Early LiteracyCurriculum based assessments	Barrier: Perception of "more testing"Solution: Developing assessments that are meaningful and intentional for the data needed to analyze	August 7, 2019--ongoing	Project 515	Classroom teacher assessments and student portfoliosProgress charts
Administration reviews, lesswon plans, assessments and teacher data binders for instructional monitoring (EE7.11d, j, 3.3a, 2.1)	Principal	NA	Barrier: Unforeseen scheduling conflictsSolution: prioritize, becomes routine practice	August 7, 2019--May 15, 2020	General Fund	Student portfolios, data collection of assessments from curriculum and benchmarks.Work samples
Staff will implement monthly assessments to identify and servestudents' needs in the core subject areas (EE 2.2a, 2.4a,b, 2.5b,e, 2.8b, c,h)	Classroom teacher and administration	Assessment calendarCurriculum assessments	Barrier: Perception of "more testing"Solution: Developing assessments that are meaningful and intentional for the data needed to analyze	August 7, 2019--ongoing	Project 515	Classroom teacher assessments and student portfolios documenting student progress
Continuous progress monitoring using monthly assessments, small groups, and portfolios (EE3.3b, 2.8c, d,f)	Classroom teacher and administration	Assessment calendarSTAR Reading and Early Literacy	Barrier: Time constraints due to small staff and additional dutiesSolutions: Prioritize, develop an efficient system to gather and analyze data	August 7, 2019--ongoing	Project 515	Classroom teacher assessments and student portfolios documenting student progress

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
LETRS	12-2019	External Provider	May 2020
Renaissance (STAR 360 Early Literacy, Reading, and Math)	9-23-2019	External Provider	May 2020
Study Island	10-2019	External Provider	May 2020
Phonics Curriculum Training	10-2019	External Provider	May 2020
LETRS for Staff	3-2020	LEA	June 2020
Nuts and Bolts Symposium	6-2020	External Provider	June 2020
EnGage OK	6-2020	SEA	June 2020
Assessment, Recordkeeping, Student Portfolios Training	12-2019	External Provider	June 2020