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Applicant: 01-C032 GREASY

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 GREASY PUBLIC SCHOOL

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 data sources are linked to Essential Element 1 - Curriculum - 1.7.a: Curriculum that addresses a common academic core is available to all students; 1.3.b: The board of education adopts board policy requiring schools to fully implement the district process. Essential Element 3 - Instruction - 3.4.b: All teachers are appropriately certified; 3.5.d: The school has established policy and school leadership has implemented procedures that define effective use of technology in instruction; 3.6.d: Instructional resources are age and developmentally appropriate for all students.	Focus 1 - Curriculum 1.1 a, b, d - ELA and Math Curr. OAS aligned; content/sequence of the curr. promotes mastery; curr. has connections within different content areas. Focus 2 - 1.2 a, b; 1.3 a - We need a process to eliminate overlaps/gaps using horizontal and vertical alignment; Focus 3: 3.13.1.a.b.c.d.f. Effective and varied instructional strategies are not consistently implemented in the classroom and additional training and time is needed for teachers to collaborate to develop standards-based lessons in core content areas. We need "learning styles" training that would be appropriate for Native American students. We are working to improve these areas by implementing PLC's and receiving training in the areas mentioned. 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8 are all areas in need of improvement. We need PD to build their content knowledge and motivate students to increase academic achievement. Use of technology is a great need in our school.
Learning Environment - Elements 4,5,6	For elements 4.1,4.2,4.3, 4.4,and 4.6 (Need to be more flexible in assigning teachers to various subject, grade levels), we do have some implementation in these areas. 5.5 - We do have a organized system to maintain cumulative records. 5.2 Access to curriculum - We have had great results with students who are receiving counseling from outside vendors, but not as consistent at school. 5.3 Reduction to barriers to learning - We are working on creating curriculum that will promote active learning and we do have procedures to refer students for health and social services.6.8 Fiscal resources are allocated for professional development when possible. 6.7 & 6.9 Evaluation	4.8 Interactions between students and staff lacks consistency and our chronic absenteeism rate is high. Students do feel safe at school, and yet attendance is a big issue. 4.7, 4.5, and 5.1 need improvement as well. We need more engagement and interactive communication between home and school.5.4 We don't have any type of extended learning time on a regular basis---need to add summer program and/or after school.6.1, 6.2, 6.3, 6.4, 6.5, 6.6 are all elements we need to build. We feel the funds provided by CIP help us seek an external provider to assist in providing the professional development needed that will be aligned with our SMART goals.

	process - We do have the TLE evaluation process and that is in place.	
Collaborative Leadership - Elements 7,8,9	7.4 - Our leadership team is also analyzing data to drive decision-making. 8.1,8.2,8.3,8.4,8.6 elements are in place to some degree. Big plus---all our teachers are appropriately certified. 8.9 We are focusing on data-informed decisions for budget planning.	7.1-We need to revisit our mission and vision. 7.2 We did not have a system in place to regularly analyze student performance data, however, we have hired an external provider and will receive training to disaggregate and analyze student benchmark data. We need more rigor and higher order thinking with appropriate higher depth of knowledge questioning. 7.5 We have not had curricular training, however have hired an external provider that will provide that training.8.5 There is a need for more staff planning, 8.7, 8.8, 8.9, 8.10 .

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(178 of 1000 maximum characters used)

The mission of Greasy Public School District is to provide a learning environment that respects the individual needs of its students and helps them to reach their full potential.

Continuous Improvement Vision Statement (328 of 1000 maximum characters used)

We believe that all students can make a beneficial contribution to the democratic society in which we live. Although the abilities and learning requirements of each student may be different, all students can succeed if provided equitable opportunities to develop competencies in the basic skills and high-order thinking skills.

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 (248 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase OSTP reading and math scores by 5%.	AP - Curriculum*	5/1/2020

FY20 Priority 2: SMART Goal (105 of 250 maximum characters used)	Pillar and Element	Target Date
The percentage of students scoring proficient or above on the ELA OSTP and Math OSTP will increase by 5%.	AP - Instruction*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (86 of 250 maximum characters used)

Pillar and Element

Target Date

The percentage of chronically absent K-8 grade students will decrease by at least 10%.	LE - School Culture*	5/1/2020

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and 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.

(7465 of 8000 maximum characters used)

Greasy Leadership Team attended CSI training in April and June where they were guided by the SDE CSI team using a triangulation analysis process. Using this process, our team conducted a Needs Assessment for the 9 EE's (consensus building), we also analyzed our OSTP data and benchmark data from the 17-19 school year. In addition, all teachers, students, parents, and administrators were asked to complete the OSDE surveys at the end of the year and this perception data was utilized as well. Having analyzed all three data points we determined that our three SMART goals would be;Priority 1 SMART Goal - By the end of the FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase OSTP reading and math percent proficient by 5%. Developing a PLC schedule based on data and teacher needs utilizing Collier Educational Consulting, L.L.C. services to incorporate PLC teams to work on curriculum alignment and mapping. Aligning educational resources to Oklahoma Academic Standards (OAS).Creating Pacing Guides and Curriculum Maps in at least one core content area for year1 (Math) and (Reading) year Providing teachers with training opportunities using Collier Educational Consulting, L.L.C., to build their capacity in curriculum development.Vertical team discussions during PLC's to close achievement gaps.Engage instructional teams in developing standards aligned units (Strong)Utilize a 7-step review process to evaluate and assess the effectiveness of the designed curriculum.Priority 2 SMART Goal - The percentage of students scoring proficient or above on the ELA OSTP and Math OSTP will increase by 5%.Disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth in order to improve achievement at least 3 times a year with benchmarking and using formative assessments throughout the year. Purchase a reading and math program (K-8) that are systems aligned K-8. Our external provider will provide RTI training to close achievement gaps using a multi-tiered process.Our external provider will provide Differentiated Instruction training using evidence-based practices.Our external provider will provide Higher Order Thinking strategies training using questioning strategies and depth of knowledge (Webb and Bloom).Priority 3 SMART Goal - The percentage of chronically absent K-8 grade students will decrease by at least 10%.We have high mobility and chronic absenteeism with our students. Therefore, the proposed action steps for this third SMART goal would be: Implement a data system to track and monitor our attendance and chronic absenteeism consistently and frequently.Establish an Early warning System with training from our external provider to have a system and protocol for monitoring and evaluating attendance and chronic absenteeism.Provide professional development to all teachers, administrators, and Parent Liaison to prevent chronic absenteeism schoolwide.Use PLC time to collaborate with faculty and administration about student/family concerns and strategies needed.Hire a parent liaison focused on working with school and families concerning attendance and school engagement.We feel that the proposed action steps are needed and will be attainable through PLC meetings, PD, the use of an external provider, and our Leadership Team meetings. The sustainability of our goals will be maintained by building teacher and administrator knowledge and capacity in curriculum development, building our teachers as leaders to continue initiatives, and implementing a monitoring process for all goals. As outlined in our plan we will do that by creating and aligning and mapping our curriculum so that our students master state standards, provide intentional and planned instruction focused on differentiation, higher order thinking strategies and RTI to meet student needs and increase academic achievement, and changing our culture to decrease our chronic absenteeism rate. Evidence Based InterventionsThe Superintendent and leadership team reviewed evidence-based practices that would assist our school with implementation and achievement of our SMART goals. What Works Clearinghouse and Center on Innovations in Learning Effective Practices Research Briefs were utilized to select "Strong Evidence" findings for implementation of our three SMART goals.Priority SMART Goal 1 - Teachers will have received extensive training focused on curriculum alignment and design in core subject areas to improve student academic achievement and mastery of state standards in all tested subjects that are aligned with grades above and below so that all gaps are filled and unnecessary overlaps are removed. The curriculum mapping process is a

proven strategy to help "space learning over time and arrange to review key elements of the course content" (Educators Practice Guide Organizing Instruction and Study to Improve Student Learning, pgs.5-7-Moderate). In addition, research shows that delayed review has a large positive impact on the amount of information remembered much later. In addition, assessments using quizzing to promote learning and re-expose students to key content not only reduces the rate at which information is forgotten but has "strong evidence" (WWC Practice Guide Organizing Instruction & Study to Improve Student Learning, pgs.19-22-Strong) of effectiveness. Some additional components of curriculum mapping include assessments and asking deep explanatory questions (pgs.29-31, Strong). Time will be provided during PLC's to create and design curriculum and conduct vertical team discussions. There is strong evidence of the effectiveness of instructional teams (professional learning communities) positively benefiting student learning and ensuring that units of instruction are standards aligned and frequent assessment of student learning is research supported (Evidence Review and Effective Practices Briefs, pg. 6, strong evidence). Furthermore, engaging instructional teams in assessing and monitoring student mastery shows strong evidence for effectiveness (Evidence Review and Effective Practices Briefs, pg. 11, strong evidence).Priority SMART Goal 2 - The percentage of students scoring proficient or above on the ELA OSTP and Math OSTP will increase by 5%. In order to meet student learning needs and increase academic achievement, teachers will focus on disaggregating and analyzing data using an inquiry process to understand and monitor student needs and growth in order to improve achievement at least 3 times a year with benchmarking and using formative assessments throughout the year (Eff. Practices Research Briefs and Evidence Ratings, pg6-Strong), using Response to Intervention, differentiated instruction and higher order thinking strategies using evidence base practices to close achievement gaps using a multi-tiered process (WWC Practice Guide Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools,pg21-25-Strong; Eff. Practices Research Briefs and Evidence Ratings, pg11-Strong). Have two literacy nights (fall and spring) to build literacy awareness with our students and families (Effective Practices Research Briefs,pgs. 19-20-Strong).We did not have enough room for the rest of our Plan so it will be uploaded to the CIP Supporting Documents.

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 the end of FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase OSTP reading and math scores by 5%.

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.*
			Implementing a system wide reading program is new to our teachers and			

Purchase HMH Journeys Reading program for PK through 6 and HMH Collections program for 7-8.Purchase HMH Oklahoma Math for K through 6 and Go Math for 7-8. (PK math is embedded into the reading program.)

Leadership TeamMichael WolfeCaleen RiddleDelores MartinSandy RitterDebbie DlugonskiBritanny Ford did the actual order and inventory.

Additional professional development as needed. Monica Hardbarger with HMH provided initial professional development on August 2, 2019, and will provide additional professional development as needed.

training will be essential to the success.Furthermore, we will be using a new reading and math program this year. Kim Collier, our external provider, has provided initial training on Response to Intervention on August 5, 2019 to assist our teachers with understanding how to implement small group instruction and RTI. More training will be ongoing throughout the year as needed.

July 1, 2019 Submit order.August 2, 2019 Curriculum trainingAugust 5, 2019 RTI training and small group instruction.August 2019-2020

Local fundsCSI funds

Benchmark data (BOY, MOY, and EOY) will be utilized to monitor and measure reading and math instruction throughout the year using HMH reading and math programs to determine effectiveness.

Implement curriculum mapping district-wide.

All teachers and administration.External provider---Kim Collier with Educational Consulting Services.

Oklahoma Academic StandardsCurriculum FrameworksHMH Journeys and Collections Reading ProgramHMH Oklahoma Math (K-6) and GO Math (7-8) ProgramSupplemental resources aligned to the Oklahoma Academic Standards

Changing mindset and understanding of what the standards actually mean and creating buy-in for the curriculum mapping process. All teachers and administration will be provided professional development by our external provider, Kim Collier with Educational Consulting Services, in curriculum alignment and mapping using Understanding by Design framework and collaboration

August 2019 through May 2020

CSI funds

A 7 Step review process will be utilized to evaluate effectiveness of curriculum, as well as, focus walks, benchmark data, and documentation from vertical teaming and alignment during PLC's.

Implement Professional Learning Communities for teachers to create curriculum both vertically and horizontally using a collaborative process.	All teachers and administration.External provider---Kim Collier with Educational Consulting Services.	Scheduled PLC timesProfessional Learning Communities at Work program by Rick DuFour (Book)Planning for vertical team discussions	time during PLC's and PD days to horizontally and vertically align and map curriculum. Building collaboration with administration and faculty focused on using data to drive decision making, analyzing results, and understanding what evidence based practices are needed for learner centered improvement - changing mindset.	August 2019 through May 2020. CSI funds	PLC's will be monitored using a planned schedule targeted to meet our needs, agendas, sign-in sheets, curriculum maps and reflections/evaluations such as surveys, exit tickets, etc., will be utilized to determine effectiveness.
Implement a 7-step review process to evaluate and assess the effectiveness of the designed curriculum.	All teachersAdministrationExternal Provider - Kim Collier with Educational Consulting Services.	Kim Collier with Educational Consulting Services will provide training for implementing the 7 Step Review Process to evaluate and assess effectiveness of the curriculum.	Implementing a system to create, build, and evaluate curriculum has not been implemented before and is new to our teachers. However, having viable curriculum in place so that students can master the standards will help our teachers understand how important this is for our district.	April, 2020 through May, 2020. CSI funds	Towards the end of our school year, Kim Collier with Educational Consulting Services will provide training for all teachers and administration using the 7 Step Review process to evaluate curriculum alignment and effectiveness.

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 and Math OSTP will increase by 5%.

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.*
Disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth.	All teachers and administration	Kim Collier and Elaine Reusser, with Collier Education Consulting, L.L.C. will provide training during PLC's and/or PD, as well as teacher plan times, on how to disaggregate state and benchmark data to assist teachers with data driven decision making and increase student achievement.	Understanding and using data to drive decision-making. We have a new benchmarking tool and teachers have not been used to having a benchmarking system in place for K-8. Once techers receive training on how to use our benchmarking and state data, we will be able to meet our learner needs with targeted instruction and RTI. Helping our teachers understand how to	Bi-monthly during PLC's when conducting Data Digs	CSI	Growth data on the NWEA Map for reading and math will increase and our student scoring proficient or above overall in reading and math on the OSTP will increase by 5%.

Provide Response to Intervention Training with all teachers and administration.	All teachers and administrationKim Collier, Collier Education Consulting L.L.C., will provide training during PD and/or PLC's	Kim Collier, Educational Consulting,L.L.C.will provide training during PLC's or PD focused on Response to Intervention (systematic and extensive)HMH Journeys intervention reading program	use explicit interventions to close achievement gaps, especially since many of our students are far below grade level. A solution to this barriers is providing training with our teachers and interventions to meet learner needs.	August, 2019-May, 2020.	CSI	Benchmark data (overall proficient and growth data), progress monitoring data, and OSTP data will be utilized to monitor effectiveness of RTI and interventions provided.
Provide Differentiated Instruction training using evidence-based practices (Learning styles, small group,etc.)	All teachers and administrationKim Collier, Educational Consulting, L.L.C.	Kim Collier, with Collier Education Consulting, L.L.C. will provide training focused on using differentiated instruction in the classroom	Moving from a traditional way of teaching to learner centered and differentiated. Student will be more engaged and learning will become meaningful once teachers implement differentiated instruction.	September 2019-May, 2020	CSI	Focus walks, TLE, and lesson plans will be used to monitor implementation and effectiveness of using differentiated instructional strategies to meet diverse learner needs.
Provide Higher Order Thinking Strategies Training	All teachers and administrationKim Collier, Collier Education Consulting, L.L.C.	Kim Collier with Collier Education Consulting, L.L.C. will provide training focused on using higher order thinking strategies/questioning in the classroomBloom's Depth of KnowledgeWebb's Depth of Knowledge	Increasing rigor in the classroom is a challenge for many of our teachers because of expectations and students in the gap. Meeting individual learner needs with differentiated strategies and closing achievement gaps will help our students increase academic achievement and	August, 2019-May, 2020	CSI	Focus walks, lesson plans, PLC agendas and collaboration, growth increase for students using the NWEA Map benchmarks, OSTP - the percentage of students scoring proficient or above on the ELA OSTP and Math OSTP will increase by 5%.

			prepare for college and/or career readiness.			
Implement a Family Literacy Night in the fall and spring	Administrators and all teachers	Joyce Rock, OSDE School Support Specialist	A barriers is getting our families to attend school functions. We will use strong communication strategies and public systems to notify parents of the Literacy Nights and build parent engagement.	October 24, 2019April, 2020	None	We will track parent attendance during each event and provide feedback forms.

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: The percentage of chronically absent K-8 grade students will decrease by at least 10%.

Pillar and Element: LE - School Culture

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.*
Create a data system to identify chronically absent students throughout the year, including the first 20 days of school.	Administration and all teachers.	Collier Education Consulting, L.L.CAttendance and behavior recordsPossible incentives	Ensuring time to collect and analyze data to determine chronic absenteeism early. One solution would be to track/monitor chronic absenteeism with students who miss during the first 20 days of school and begin strategy implementation.	September 2019-May 2020Quarterly attendance/behavior reports	CSI	Absenteeism will decrease by 10% as measured on the yearly School Report Card and district records.
Implement an Early Warning System to track and monitor chronic absenteeism.	Administration and all teachersParent Liaison	Collier Education Consulting, L.L.C training will be provided to the Parent Liaison and leadership team focused on chronic absenteeism	Communicating with parents the importance of school attendance and strategies to assist families, including communicating with them about our	September, 2019-May, 2020	CSI	Quarterly attendance reports, Early Warning System data results. During PD and/or PLC's. using Data Digs.

		improvement.	Early Warning System.			
Provide professional development to all teachers and administrators with strategies to prevent chronic absenteeism school wide.	Parent LiaisonAdministration and All teachers	Parent LiaisonCollier Education Consulting, L.L.C. will work with the Parent Liaison and staff to provided strategies to decrease chronic absenteeism	Time to implement strategies and consistency o practices. PLC collaboration time to share strategies, receive training, and discuss specific students/families.	September, 2019-May, 2020	CSI	Reflections/evaluations; Quarterly attendance reports, Early Warning System data results during PLCs.
Use PLC time to collaborate with faculty and administration about student/family concerns and strategies needed	Administration and all teachersParent Liaison	Parent LiaisonStaff will work with the Parent Liaison and administration to collaborate and discuss/provide strategies to decrease chronic absenteeism	Time to implement strategies and consistency o practices. PLC collaboration time to share strategies, receive training, and discuss	September, 2019-MY, 2020	CSI	Attendance reports, Early Warning System data, Parent Liaison information from families during PLC's

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
Engage OK	07/16/19	SEA	07/16/19
NWEA Map Benchmaring System Online Training - OEE 3 Instruction-SMART Goal Priority 2	07/30/19	LEA	07/30/19
Houghton Mifflin Reading and Math Training - OEE 3 Instruction - SMART Goal Priority 2	08/02/19	LEA	08/02/19
Response to Intervention - OEE3 Instruction - SMART Goal Priority 2	08/05/19	External Provider	08/05/19
NWEA MAP Training - OEE 3 Instruction - SMART Goal Priority 2	08/05/19	LEA	08/05/19
Introduction to PLC's and Creating Norms - SMART Goal 1,2,and 3	8/20/19	External Provider	8/20/19
Introduction and Overview of Curriculum Alignment and Mapping-SMART Goal Priority 1 Curriculum	9/19/19	External Provider	9/19/19