Application Printout

eGrant Management System

Printed Copy of Application

Applicant:	63-I004 MACOMB
Application:	2019-2020 Continuous Improvement Plan - A0 - 0705 MACOMB HS
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 3
Date Generated:	4/27/2020 12:10:23 PM
Generated By:	160966

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	These areas of strength were identified using our three data points.1.1 c&e - Our school provides collaboration time to implement a curriculum that is aligned to OAS and is developmentally and age appropriate. During this time there is collaboration time among all teachers to ensure horizontal alignment (1.2)2.4 - The school staff members and stakeholders regularly analyze the results of various assessments, including OSTP and benchmarks. Data is dis-aggregated to determine gaps and modify curricular practices. 3.1 - Teachers have been trained in various instructional strategies including differentiated instruction, cooperative learning, and hands-on activities.3.5 - Teachers regularly and appropriately integrate technology into their classroom instruction and use it to support student learning.	The areas of weakness were found using our three data points.1.1 While we provide collaboration time for curriculum development, it has not been fully implemented. Our focus throughout will be building an evidence-based curriculum that promotes mastery and demonstrates connections within and between different content areas.3.7 Collaborative examination of student work will be a priority of our school moving forward. Teachers will receive training and meet regularly to implement protocols and work collaboratively to analyze student work.1.7 Our staff will continually work to create a curriculum that elicits higher order thinking and provides expanded opportunities in all content areas, including interdisciplinary courses to meet the needs of all students.1.5 Another focus moving forward will be to develop ICAP's for all students. This will provide students with an individual graduation plan and familiarize students with a variety of post-secondary options.

Learning Environment - Elements 4,5,6	The areas of strengths were found using our three data points.4.7d - Teachers involve students in reporting progress to families by implementing student-led conferencing and data notebooks for students to track their progress towards learning goals.4.9b - We use a variety of technology resources to communicate with families, including the schools web page, our Facebook page, and automated phone calls.6.4a - A formal process is used to determine priorities for school professional development, including an annual survey, data collection, and professional learning focuses.6.12b - School leadership regularly provides meaningful feedback to teachers through focus walks and the evaluation process to challenge teacher thinking and to change behavior.	The areas of weakness were found using our three data points.4.10 - Our staff will focus on recognizing and celebrating student accomplishments in all content areas. We will also implement a process to showcase student work for recognition of achievement.5.1 - Programs and strategies will be sought that promote interaction between teachers and families and enhance family and community participation.5.5d - Sufficient technology resources to provide support for sustaining an accurate student record system. 5.5h - Resources to facilitate and enhance data management.6.4f - We will use a Teacher Leader model at Macomb, Teachers will use the knowledge gained through professional development to coach and mentor colleagues.
Collaborative Leadership - Elements 7,8,9	7.4 - Our leadership team analyzes data to compare achievement gaps from different subgroups, and reviews dis-aggregated data to determine goals and action steps for the year.8.8-8.9 - Funds are used based on needs and requests are analyzed by leadership team. All expenditures support the school's mission and vision. All budget decisions are data informed and intentionally aligned with action steps. Our leadership team regularly monitors expenditures to meet the changing needs of students.9.2 - We have a systematic process for collecting, managing and analyzing data to determine areas of strength and limitation. Data collection is used to identify areas of need and analysis of trend data is conducted and is reflected in the objectives of the school improvement plan.9.10 - Action steps are realistic and designed to have the maximum impact on student performance. Adequate resources are identified for the activities outlined. Funding sources are integrated to support the plan.	7.5 - School leadership team needs to provide research-informed resources and curricular materials and make them readily available to all staff members. We also need to provide opportunities for teachers to attend curriculum development experiences, including collaboration opportunities and workshops.8.4c, h - Macomb High School needs to provide an adjustable schedule that allows time for project development as appropriate. Our staff will also collaborate on programs that occur during instructional time to ensure maximum student learning.9.2 - School profile data needs to be analyzed and dis-aggregated by all staff members and analysis should be validated against educational research and used to design curriculum, assessments, and instruction that fosters a culture of high achievement for all students.

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(101 of 1000 maximum characters used)

Our mission at Macomb Schools is to engage minds, inspire leadership, and activate lifelong learners.

Continuous Improvement Vision Statement (54 of 1000 maximum characters used)

Empowering students to become the leaders of tomorrow.

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 (245 of 250 maximum characters used)	Pillar and Element	Target Date
For FY20, School Culture will have improved in the areas of communication with student families(Q7-TS) and recognition of student successes(Q6-SS) as evidenced by an increase to 4.00 on the results from Marzano's "What Works in Oklahoma" survey.	LE - School Culture*	5/1/2020
FY20 Priority 2: SMART Goal (148 of 250 maximum characters used)	Pillar and Element	Target Date
For FY20, Graduation Rate will increase from 58% from cohort 2017 as reported on our last school report card to 77% in 2019 on the 2020 report card.	LE - Student, Family, & Community Support	5/1/2020
FY20 Priority 3 (Competitive): SMART Goal (219 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of the FY 20 school year, all teachers will have received		

extensive training focused on curriculum alignment and design in core subject areas in order to increase the average ACT composite score by one point.	AP - Curriculum*	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.

(7025 of 8000 maximum characters used)

Overview Macomb 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 ACT data and benchmark data from the 18/19 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;By FY20, School Culture will have improved in the areas of communication with students' families(Question 7-Teacher Survey) and recognition of student successes(Question 6-Student Survey) as evidenced by an increase to 4.00 on the results from Marzano's "What Works in Oklahoma" survey. On our surveys, students recorded that they do not feel like their successes are recognized. In addition, our teachers responded that they do not feel our parents/families are active members in the learning process and therefore the proposed action plan for the first SMART goal would be:We will be creating at least two events that allow positive interaction between our families and our teachers.We need to change our practices for parent notification. We will be using many means to communicate upcoming events with parents, including our automated phone calls, our school's Facebook page, and the inclusion of a monthly calendar in our school newspaper. We will be implementing a "Career Wall" and a "Wall of Honor" highlighting the achievements of past graduates.For FY20, Graduation Rate will increase from 58% from cohort 2017 as reported on our last school report card to 77% in 2019 on the 2020 report card and student participation in Post-Secondary Opportunities will increase from 18% to 35%. Many of our students have parents that either did not graduate or had no post-secondary training. Because of this, many of our students and their families do not know about college and training opportunities, therefore the proposed action steps for this second SMART goal would be:Increase career awareness through career fairs and partnership with the CPN, Citizens of Potawatomi Nation.Implement career testing, such as Pre-ACT, ASVAB, Job Aptitude testing, etc.Plan for a Family Night to review the college application process and funding opportunities for our students.Implement a plan to provide support for ICAP implementation. By the end of the FY 20 school year, all teachers will have received extensive training focused on curriculum alignment and design in core subject areas in order to increase the average ACT composite score by one point. In order to continue growth for student learning the proposed action steps for this third SMART goal would be:Aligning educational resources to Oklahoma Academic Standards (OAS).Developing a PLC strategic plan based on data and teacher needs utilizing Collier Educational Consulting, L.L.C. services to incorporate PLC teams to work on curriculum alignment and building.Improve student engagement in the classroom by including Project Based Learning into our curriculum focusing on real world connections.Providing teachers with the needed resources to develop project-based learning curriculum, while also providing them with training opportunities using Collier Educational Consulting, L.L.C., to build their capacity in curriculum development. Build collaboration opportunities with other districts by visiting and working with schools that have a similar mission and vision. Provide an adjustable schedule that allows time for project development as appropriate.Utilize a 7-step review process to evaluate and assess the effectiveness of the designed curriculum.We feel that the proposed action steps, while challenging, are attainable through PLC Planning Time, the use of external providers, and our Leadership Team meetings. The sustainability of our goals will be maintained by building teacher and administrator knowledge and capacity in curriculum development, identifying teacher leaders that will continue initiatives with new teachers in future years, and implementing a monitoring process for all goals. It is our desire at Macomb High School to meet the needs of all of our learners starting in the classroom and finishing by preparing them for college/career once they graduate. As outlined in our plan we will do that by changing our culture to be that of high achievement, increasing our graduation rates and post-secondary opportunity awareness, and improving our curriculum to meet the needs of our students. It is our desire to provide the best possible learning environment for our students and to implement the changes needed to do so.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 were utilized to select "Strong Evidence" findings for implementation of our three SMART goals.Priority SMART Goal 1 - School culture and building positive relationships with parents and other stakeholders is an area we need to improve. Family engagement in a school community is critical to success (Effective Practices: Research Briefs and Evidence Ratings -Family Engagement in a School Community, pgs.19-20-Strong). Our goal is to be a school that regularly communicates the purpose and practices of the school community to engage student's families and stakeholders. We plan to regularly communicate with parents about expectations and importance of the curriculum to the home (letting parents know what they can do to support their child's learning).In addition, we will have a family Scholarship Awareness and FAFSA Night to families' awareness and help students apply for financial aid (WWC Practice Guide Helping Students Navigate the Path to College, pgs.31-36-Moderate).Priority SMART Goal 2 - According to WWC schools that engage students by offering curricula and programs that connect with college and career success and that improve student's capacity to manage challenges in out of school decrease dropouts and increase postsecondary opportunities (WWC Practice Guide Preventing Dropout in Secondary Schools pgs.5-6-Strong). We will create and design curricula and programs that connect with college and career success using project based learning and connections with real-world understandings. The high school schedule has been created to allow for a cross-curricular teaming approach with core courses using project based learning. These courses will help our students prepare for college and/or career and provide meaningful academic experiences that will prepare them for post-secondary opportunities. A continuation of our CIP Plan is attached in the supporting documentation section.

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: For FY20, School Culture will have improved in the areas of communication with student families(Q7-TS) and recognition of student successes(Q6-SS) as evidenced by an increase to 4.00 on the results from Marzano's "What Works in Oklahoma" survey.

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 two events that allow parents to meet the teachers and have a positive interaction throughout the year.	Leadership Team	District Support/PLC and Planning Time	Time to complete planning and coordinating with all vendors(if needed)	We will plan at least one event each semester.	District Funds	Monitor implementation during monthly leadership meetings while tracking attendance rates via sign in sheets.

We will increase awareness of our family and community events by sending home a calendar each month, posting events on our Facebook page, and sending notes home to remind parents of upcoming events.	Shannon Browning, Nathan Floyd, all teachers.	School Website, School Facebook page, School Newsletter	Due to socioeconomic status many of our families do not have home internet access, however with the use of cell phones most parents are at least able to check the faceboook page. Another challenge will be making sure notes get home with students.	Each event that occurs, the teacher facilitating the event will submit details to Mrs. Browning to be published on the school FB page. The teachers will also create parent letters to send home. At the start of each month Mr. Floyd will distribute a monthly calendar to all students.	None	Monthly monitoring via review of monthly calendars and Facebook feedback(views, likes, etc.)
We will create positive student awareness by displaying a "Career Wall" in the hallway. This wall will display any graduates(that are willing participants) name and current occupation. We will have a "Wall of Honor" in the cafeteria with names and photos of past/current students that are enlisting in the military. At the start of each month we will have a class that produces a newspaper, "The Sting", which will highlight student achievements.	Sharon Spikes and Nathan Floyd	School Newspaper, PLC and Planning Time	Accountability - Making sure that teachers are recognizing student accomplishments on a regular basis and report those achievements to one of our two teachers that are leading this action step.	Throughout the year	None	Review completion during first Leadership Meeting.

incorporate for field trips for students to places that align with their PBL Lessons. This will help build a culture of success in our school by allowing students to make real-world connections	All Teachers and Principal. Progress will be monitored by our Leadership Team	Bus Drivers, Substitute Teachers, Funds for Admission	Teachers will have to plan events in the future so that they align with Lessons	Throughout the year.	515 - Bus Drivers, Substitute Teachers, Benefits for both, Cost of admission for students and sponsors.	Each Quarter the Leadership Team will review progress and suggest needed changes.

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: For FY20, Graduation Rate will increase from 58% from cohort 2017 as reported on our last school report card to 77% in 2019 on the 2020 report card.

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

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.*
Put in place a plan to provide ICAP support, including training for teachers.	DonNell Riggs an Leadership Team	Professional Development provided by OSDE, PLC planning time for implementation.	Time - Teachers will use PLC time to implement ICAPs with fidelity.	By May 2020 all 9th graders will have an ICAP in place	None	Training will be conduced on Oct 9. Progress will be reviewed monthly by our school counselor.
Increase awareness of advanced training opportunities - career fairs, college t-shirt Fridays, college doors.	Gear Up Action Team	Coordination with the Gear Up Grant.Resources(sub, bus, etc) for career fairs.	Time - Teachers will need time to make their college wall, our counselor will need time to plan and research career fairs	Throughout the year with quarterly checkpoints.	Gear Up Budget	The Gear Up Action Team and the K20 Center will monitor progress towards this goal through college visit participation and K20 survey results.
Career Testing - ASVABPlan TestPre-ACT	DonNell Riggs and Caraline Beauchamp	None	None	Ongoing	None	ASVAB will be administered in October. Plan and Pre-ACT tests will be administered in November.

Scholarship awareness & FAFSA Night	Shannon Browning, DonNell Riggs	Time for events and planning	None	Throughout the year	21st Century and Gear Up Budgets	Mrs. Riggs will monitor scholarship applications and will bring new opportunities to the students. Mrs. Browning will plan and carry out any family night events to raise awareness for funding sources for college.
Student participation in Post-Secondary Opportunities will increase.	Steve MartinDonNell Riggs	Gordon Cooper partnership.College partnership	Student participation.	By May 2020 all upcoming juniors and seniors will have a plan in place for the following year for participation.	None.	Participation will increase from Post-Secondary Opportunities from 18% to 35% on school report card.

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: By the end of the FY 20 school year, all teachers will have received extensive training focused on curriculum alignment and design in core subject areas in order to increase the average ACT composite score by one point.

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.*
Provide instructional coaching and incorporate small group PLC's to build curriculum maps.	Caraline Beauchamp and Lead Teachers	PLC Meetings and External Providers Instructional Resources including	Teachers need to be aware of evidence based practices and have time to build quality lessons and analyze student work.	At the start of each quarter our external providers will check in with teachers and review any existing curriculum mapping to provide support.	515External Providers	The process will be actively monitored each week by Administration and Lead Teachers. External Providers will provide support as needed when reviewing completed work.

Provide teachers with additional resources and supplies(classroom and instructional) and technology as needed to implement curriculum alignment and project based learning.	Administration	Chromebooks and NWEA MAP(benchmarking tool) that are needed to build an appropriate curriculum. Edgenuity for core content delivery. PBL Lesson Materials as needed by the teacher for project construction and development	Teachers are accustomed to teaching from a text book. They need to begin to teach authentically with lessons that meet the OAS standards using resources other than a text book.	As Needed. Teachers will bring any requests for additional resources to the administration as they are needed.	515 - Instructional Resources and Supplies including Chromebooks.Benchmark Testing ToolPBL Resources TBD, Edgenuity, 3D Printers, and AR/VR Kit	Teacher Evaluations completed by administration and External Providers will provide any needed support.
Improve student engagement in the classroom by including Project Based Learning into our curriculum focusing on real world connections and incorporate for field trips for students to places that align with their PBL Lessons.	All Teachers, Mr Martin and external providers will observe the results	PLC Meetings and External Providers and Bus Drivers, Substitute Teachers, Funds for Admission	Professional Development and a flexible schedule that allows for these types of activities	By November 1, all teachers will have one PBL lesson that they will implement before Christmas. Beginning in the second semester teachers will begin cross curricular instruction in their 8th hour classes.	515 - Bus Drivers, Substitute Teachers, Benefits for both, Cost of admission for students and sponsors.	PLC time will be used to discuss outcomes of lessons. Administration and External Providers will observe lessons and provide feedback to teachers.
Provide PD opportunities focusing on curriculum mapping, alignment, and				Provide at least 10		

rigor, while also incorporating project based learning. We will also provide data analysis training within our professional development days. Teachers will attend training sessions with external providers during the summer and attend the PBL World conference in June	Leadership Team	External Providers, funding to send teachers to quality professional learning opportunitiesStipends and Benefits for teachers to attend PD outside of contracted hours	Planning time for teachers to process and implement what they learn from PD.	Professional Development days on the school calendar. Use PLC time to research and register for other opportunities as they are available throughout the year.	515 - Teacher StipendsExternal Providers (ECS, K20) Edgenuity Professional DevelopmentRegistration and Travel to PBL World Conference.	Needed topics for professional learning will be discussed at monthly Leadership Team Meetings, and/or determined by the results of our data.
Macomb High School needs to provide an adjustable schedule that allows time for project development as appropriate.	Matt Riggs and Steve Martin	Planning Time	This will be a change from the traditional model that our school has used for many years. Change is always difficult to implement, making sure teachers are aware of the change and addressing any of their concerns in a timely manner.	Before May, admin will have an adjustable schedule and will share it with the staff during a PLC meeting.	None	This will be discussed at our Leadership Meetings.

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
PBL Lesson Creation - 9EE.1 Curriculum (SMART Goal 3)	7/24/2019	External Provider	7/24/2019
PBL with Deborah Cornelison - 9EE.1 Curriculum (SMART Goal 3)	8/28/2019	SEA	8/28/2019
BOY Data Analysis - 9EE.1.6d Curriculum (SMART Goal 3)	9/22/2019	External Provider	9/23/2019
MOY Data Analysis - 9EE.1.6d Curriculum (SMART Goal 3)	1/20/2020	LEA	1/22/2020
EOY Data Analysis - 9EE.1.6d Curriculum (SMART Goal 3)	4/10/2020	LEA	
PBL World Conference(Smart Goal 3)	6/16/2020	External Provider	
Engage OK - Leadership Team - 9EE.5 Student, Family and Community Support (SMART Goal 2)	7/21/2019	SEA	7/21/2019
ICAP Training - 9EE.5 Student, Family and Community Support (SMART Goal 2)	10/9/2019	SEA	10/9/2019
Edge Grant Overview -	2/26/2020	LEA	1/15/2020