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Applicant: 61-I080 MCALESTER

Application: 2019-2020 Continuous Improvement Plan - A0 - 0120 WILLIAM GAY EC CTR

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

Cycle: Amendment 1

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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	Strengths identified through the data sources are linked to Essential Elements 1-3: 1.6a This site has developed procedures for identifying curriculum development and revision needs. 2.1c Teacher created school wide assessments are in place that promote problem solving/higher order thinking. Will modify as needed. 2.2 Collaborative design of assessment practices is ongoing. Feedback is given to teachers. 3.4b All teachers are appropriately certified. 3.4f A new teacher mentoring program is in place. 3.6j A new media center has been established at this site where none had been before.	Challenges to EE 1-3: OAS/Curriculum alignment; pacing gaps; data analysis; family engagement; use of technology. Focus 1-Chronic Absenteeism 2.6j Faculty will address practices for engaging families in frequent communication regarding student progress and performance Focus 2-Literacy/Numeracy 1.3a School faculty to create process for reviewing OAS, eliminating unintentional gaps in curriculum--refine pacing guides for implementation of OAS. 1.6d Faculty will analyze student performance data to make curricular decisions. 2.4a-b Faculty will conduct ongoing analysis of data points, disaggregating to modify curricular/assessment processes as needed. 3.5c Technology will be readily available and equitably accessible to all students and used as a tool for learning. 3.7b Faculty will regularly analyze student work, identifying remediation needs/next steps Focus 3-Social/Emotional Wellbeing. Opportunities for applying life skills to prepare students for academic success 3.1b

	Strengths	Challenges
Learning Environment – Elements 4,5,6	Strengths identified through the data sources are linked to Essential Elements 4-6: 4.3d Teachers collaborated to adopt PAX the Good Behavior Game & PBIS foundations as part of Safe and Civil Schools initiative. 4.7c Teachers regularly contact families (home visits, phone calls, email). Telephones are in all in classrooms. 4.7f School's website contains link to individual teacher pages. 4.9a School has implemented communications plan that guides interactions with stakeholders. Remind, Website messaging, Facebook, Twitter are routinely used. 4.10a School regularly recognizes and celebrates student accomplishments both formally and informally. 5.2d Title I activities are seamlessly integrated into the school instructional program. 5.4e Collaboration exists among support programs and services (Title I, school guidance, extended wrap around services). 6.10a Personnel evaluations meet the requirements of state statute and a consistently administered.	Challenges to EE 4-6: Learning environment; school culture; best instructional practices; professional development Focus 1-Chronic Absenteeism 4.11f School will function as a learning community. Focus 2-Literacy/Numeracy 4.6b Student groupings will be created based on instructional needs and provide for continuous assessment/adjustments based on teacher strengths/student need. 5.3m Student groupings will be integrated into instructional practices to meet the learning needs of all students. 6.11b School will select professional development to address the needs of the school site as well as state guidelines. Focus 3-Social/Emotional Wellbeing. 4.1a,b School will adopt and implement a classroom management and discipline policy that provides all students and staff with a safe and equitable learning environment. 4.4b Implement structures to promote collaboration & collegiality with all non-teaching staff in both formal and informal decision making.
Collaborative Leadership – Elements 7,8,9	Strengths identified through the data sources are linked to Essential Elements 7--9: 7.1a Leadership team collaborates with stakeholders to develop school's mission and visions statements. 8.2b Students have equitable access to all classes regardless of cultural background, intellectual ability, or socio economic status. 9.1a Stakeholder groups collaborated to develop and finalize school's vision and mission statements. 9.8a School improvement goals are SMART goals and focus on improving school effectiveness. 9.9a Action steps for the SMART goals are embedded as part of the overall improvement plan. 9.10d Timeline established for action plan is realistic and designed to meet the goals in a timely manner. 9.12a The comprehensive school improvement plan is aligned with the school's mission and beliefs.	Challenges to EE 7-9: Data analysis; stakeholder communication; school culture; best instructional practices. Focus 1-Chronic Absenteeism 7.4a Analysis of disaggregated data will focus the school's improvement planning to identify goals/needs. 7.9e School policies will be distributed to public as well as to staff members and parents in the school community. Focus 2-Literacy/Numeracy 8.4b Classroom management & school practices are structured to ensure that instructional time is maximized. 8.6e School will utilize tech resources and creative scheduling to meet the developmental and learning needs of all students. 8.9d Budget decisions will be data driven and aligned with continuous improvement plans. 9.2a A process will be implemented for collecting, managing and analyzing data that informs decision making at the school and classroom levels. Focus 3-Social/Emotional Wellbeing. 9.3a Data will be used to identify and prioritize areas of need for comprehensive school improvement.

Mission/Vision Statements

Continuous Improvement Mission Statement(148 of 1000 maximum characters used)

Our mission is to provide a high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Continuous Improvement Vision Statement (377 of 1000 maximum characters used)

Our vision is to develop to the fullest potential the unique gifts of each young child. William Gay Early Childhood Center will provide a safe and stimulating environment for student growth. Our goal is for each child to delight and excel in learning, and to grow emotionally, socially, and academically. We are committed to laying the foundation for a lifetime of learning.

SMART Goals

	Pillar and Element	Target Date
FY20 Priority 1: SMART Goal (176 of 250 maximum characters used)		
Decrease the number of William Gay Early Childhood Center students absent over 17 days by 75% by the end of the school year; likewise decrease faculty/staff days absent by 75%.	LE - Student, Family & Community Support	5/21/2020
FY20 Priority 2: SMART Goal (119 of 250 maximum characters used)	Pillar and Element	Target Date
Increase all William Gay Early Childhood Center classroom DIBELs composite scores for reading/literacy to 120 or above.	AP - Instruction*	5/21/2020
FY20 Priority 3 (Competitive): SMART Goal (151 of 250 maximum characters used)	Pillar and Element	Target Date
Increase the social and emotional intelligence of William Gay Early		

| Childhood students, thereby decreasing office referrals by 50% for behavior issues. | LE - School Culture* | | 5/21/2020 |

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.

(7609 of 8000 maximum characters used)

The leadership team utilized the Oklahoma Nine Essential Elements Needs Assessment findings along with recent chronic absenteeism data (students and staff), behavior data, and assessment data to create a viable plan of improvement for William Gay Early Childhood Center. Perception data was also gathered from parents and staff members about the site. Data triangulation facilitated the identification of 3 SMART goals: 1. Decrease the number of William Gay Early Childhood Center students absent over 17 days by 75% by the end of the school year; likewise decrease faculty days absent by 75%. 2. Raise all William Gay Early Childhood Center (WGECC) classroom DIBELs composite scores to 120 or above. 3. Increase the social/emotional intelligence of WGECC students, thereby decreasing office referrals by 50% for behavior issues. The overall data findings reveal that over 30% of the student body were absent 17 days or more. 56% of non-certified staff missed 10 days or more, while 20% of certified staff were absent 10 days or more. This highly significant absenteeism percentage clearly impacts student learning thus, the chronic absenteeism SMART goal is the site/district's first priority. A communications campaign on chronic absenteeism & early learners will take place in an effort to shift culture and commonly held beliefs about kindergarten & attendance. In addition to continuing work by the district's CAT (Chronic Absenteeism) Team, a parent liaison will be hired to work directly with families and school personnel to improve attendance. In their seminal research of early school attendance patterns, Chang and Romero assert that children, regardless of gender/socioeconomics/ethnicity, lose out when they are chronically absent (missing nearly a month of school or more in a year). Children chronically absent in kindergarten show lower achievement in math & reading during first grade. Going to school regularly in the early years is especially critical for children from families living in poverty, who are less likely to have resources to help children make up for lost school time. Among poor children, chronic absenteeism in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade" (http://www.nccp.org/publications/pub837.html). The second SMART goal focuses on increasing literacy/numeracy scores. Action steps include aligning instructional resources to OAS, developing a PD strategic plan based on teachers' needs, and improving student engagement through the creation of a future ready school learning environment. The focus of this goal is to ensure equity in learning among all classrooms. In a study provided by the USDE's Office of Ed Tech, the research is clear. "The thoughtful use of technology by parents and early educators can engage children in key skills which will support later success across all academic disciplines and help maintain young children's natural curiosity" (https://tech.ed.gov/earlylearning/principles). A gap in achievement was evident when analyzing classroom data. Being aware that children learn at different paces and through various means, this goal supports learners who struggle academically thru small group intervention with evidence based materials. As a district we believe that incorporating a variety of strategies into our traditional reading program, and strengthening RtI processes will provide equitable learning for all students. The third SMART goal focuses on the social/emotional wellness of our early learners. There are indicators that future success and positive life outcomes are dependent on the development of children's social/emotional competencies (Halle & Darling-Churchill, 2016). Research by Heller, et al claims that early childhood teachers rate social and emotional skills and motivation to be more important than being able to read in kindergarten. Although we realize that social emotional development is at the forefront of early childhood education, academic demands have also increased for these learners. Our vision is to successfully address both of these areas. [Gill Kirk & Jenny Jay, 2018, Journal of Research in Childhood Education, 32:4, 472-485]. We will address these priorities through professional development for staff including trauma informed instruction and other PD topics determined throughout the year. It is difficult for learning to occur in a disruptive environment. Evidence-Based Interventions-SMART Goal 1, Student, Family & Community Support (Chronic Absenteeism). According to the Effective Practices: Research Briefs and Evidence Ratings, the strength of evidence rating is strong for family engagement in a school community. SMART Goal 2, Instruction (Literacy/Numeracy). As reading instruction time is already maximized by 30 to 45 minutes for struggling readers, a tiered system of behavioral and instructional supports and interventions will be used in this

extended block of instruction provided daily to Tier 2 and 3 students. SMART Goal 3, School Culture (Social Emotional Well-Being). According to the Effective Practices: Research Briefs and Evidence Ratings, the strength of evidence rating is strong for personalized learning (social/emotional competency). Progress Monitoring-All students will be screened, progress monitored, and assessed with DIBELs Next for reading/early literacy, and teacher generated formative assessments on ESGI. The team recognizes that data sources have not been used efficiently in making informed instructional decisions. Therefore, the principal will conduct weekly checks to confirm implementation of all programs. See PLCs Supporting Evidence. District Involvement-The district supports the following initiatives: MPS Chronic Absenteeism (CAT) Team, employment of a Parent Liaison, employment of a teacher as a Remedial Specialist, dedicated reading blocks, release time for PD, renovation of school facilities to accommodate growth, student engagement, & student behavior needs. Professional Learning Communities-For 2019-2020 PLCs at WGECC will be devoted to: analyzing student level data to identify struggling students; developing an intervention plan for attendance, academics and behavior; improving communications with families; and adjusting instruction to meet the needs of all learners. PLCs will meet weekly for one hour. Rigorous Review Process- Data from all programs will be reviewed for growth. PD will be provided by external providers in academics, behavior, and family engagement. One such provider will be the National Association for the Education of Young Children (NAEYC). This PD will address not only SMART Goal 1 in training teachers on effective practices for engagement, it will also offer PD to address the needs listed for SMART Goals 2 and 3. Feedback from participants attending this PD, and any other PD offered, will be used to measure the effectiveness. Non-instructional personal such as the principal, counselor, curriculum director and professional development director will join teachers to ensure that promising initiatives learned at the conference will continue forward. All initiatives/programs/providers will be reviewed for effectiveness prior to future contracting/purchasing. Operational Flexibility-MPS is committed to the WGECC improvement plan. Personnel/staffing changes were made to optimize instructional effectiveness and attendance at this site. Building needs were given top priority to allow for an environment more conducive to serving students with severe behavior issues. This will establish the foundation for academic success.

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:	Decrease the number of William Gay Early Childhood Center students absent over 17 days by 75% by the end of the school year; likewise decrease faculty/staff days absent by 75%.
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.*
Purposely share attendance expectations with students, parents, and staff (weekly newsletters, handbook, website, conferences, parent university, good attendance campaign) 9EE 4.9 a-d; 4.11 f; 5.1 c; 5.1 d; 7.9 e	All teachers and staff including counselor, principal, parent liaison, secretary, and paraprofessionals.	Regular and consistent messaging regarding the importance of good attendance and its relationship to future academic success. (Website, school events, & personnel)	Barrier: Reaching all parents, families and guardians. Solution: Provide information in a variety of modes (seek community support for culture change).	May 2019 to May 2020. Ongoing attendance campaign in every communications mode.	Project 515 (CIP - School Improvement and Edge) and General Funds.	Document all communications to parents, families, guardians. Monitor the impact of increased communications on attendance. (attendance data, CAT team visits for tracking progress).
			Barrier: Consistently keeping data at the	July 2019: Analyze		Weekly attendance data will be analyzed to determine cause and interventions. Attendance will be

Action	Responsible	Resources	Barrier/Solution	Timeline	Funding	Evaluation/Impact
Monitor student and staff attendance weekly. 9EE 4.7c, 4.9b, 5.2 i; 7.4 a	All teachers and staff including counselor, principal, parent liaison, secretary, and paraprofessionals.	Student information system attendance reports; teacher and staff attendance reports.	forefront of decision making. Solution: Intentional analysis of attendance data by principal, parent liaison and leadership each week.	previous year's attendance data. August 2019: Begin data analysis for student attendance (on going through May 2020).	General Funds	charted for teachers and staff. Student attendance will be posted in the hallway with long term incentives for perfect attendance. Attendance of students and staff will be a permanent PLC agenda item.
Utilize existing Chronic Absenteeism (CAT) Team to intervene with students who demonstrate attendance concerns. 9EE 2.6 j, 4.8c; 5.1 f	Principal, parent liaison, CAT team members.	Student information system attendance reports; individual classroom attendance records and information.	Barrier: CAT team serves the entire district with many students they must track. Solution: School improvement status elevates this school's status as a priority	August 2019--on going	General Funds	Weekly attendance data will be analyzed to determine cause and interventions. Attendance will be charted for teachers and staff. Student attendance will be posted in the hallway with long term incentives for perfect attendance. Attendance of students and staff will be a permanent PLC agenda item.
Hire a parent liaison to regularly track attendance for all students and work with the CAT team and families to address attendance concerns. 9EE 4.11c, 4.11f, 5.1 c; 5.5 a	Principal, leadership team, & parent liaison	Student information system attendance reports; individual classroom attendance records and information. Schedule of communication and home visits.	Barrier: Cultural change on the importance of kindergarten attendance. Solution: Building strong and positive relationships with parents and families.	August 2019--on going	Project 515 (CIP - School Improvement)	Parent liaison will document ALL contacts. Impact will be measured by overall decrease of absenteeism, decrease chronically absent children, and periodic surveys. Additional monitoring may be added as needed.

Participate in PD for

absenteeism/parent engagement and other aspects of learning by attending the Professional Learning Institute (NAEYC). Other PD to be determined throughout the year as needed.5.3a, 5.3e	Principal, leadership team, parent liaison, teachers, district professional development coordinator.	Research on best PD for this area, time to attend the PD, substitutes if during the school day, access to PD.	Barrier: Possible time out of the classroom, funding for PD. Solution: Schedule PD to best meet needs to all stakeholders, use CIP/Edge funds for PD costs.	July 2019 --on going	Project 515 (CIP and Edge) and General Funds.	Observation of best practices learned at trainings, decrease in absenteeism, increase in parent engagement.

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: Increase all William Gay Early Childhood Center classroom DIBELs composite scores for reading/literacy to 120 or above.

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.*
Review alignment of instructional resources and curriculum standards with Oklahoma Academic Standards (OAS) 9EE: 1.1 a; 1.3 a; 1.6 d, 3.2a	All classroom teachers, paraprofessionals and principal.	OAS and curriculum frameworks from OSDE website	Barrier: False assumption that instructional resources are OAS aligned. Solution: Review alignment between current pacing guides, assessments, and OAS standards.	July 2019--ongoing	Project 515 (CIP) and General Funds	Schedule will be designed with two week check points
Develop strategic Professional Development plan for reading instructional strategies and intervention strategies. 9 EE: 3.4c, 3.4f	Leadership team	Time at meetings to review and plan for professional learning.	Barrier: none	January 2020--planning for professional development Summer 2020 and ongoing.	General Funds	Teacher registration for professional development; implementation and feedback
			Barrier: Instructing			

Provide varied instructional practices for teaching literacy/numeracy that leverage technology. 9 EE: 3.1b, 3.1i, 3.5c; 8.4 b; 8.6 e	All classroom teachers, paraprofessionals and principal	Digital learning programs, devices (iPads), headphones	young students on using digital devices/programming for academic learning. Solution: Additional personnel to assist in establishing long on procedures and best practices for student use and learning.	August 2019 to May 2020	Project 515 (CIP and Edge)	Successful use of digital programming by students evidenced by generated assessment data.
Maximize Response to Intervention (RtI) programming for ultimate student achievement 9 EE: 2.4 a-b; 3.1i, 3.7 b; 5.3 m	All classroom teachers, RtI teacher, paraprofessionals and principal	Reading intervention program, RtI teacher, time for teachers to disaggregate data for intervention groups	Barrier: Schedule conflictsSolution: Prioritize intervention instruction	August 2019 to May 2020	Project 515 (CIP and Edge) and General Funds	Students performance and assessment data
Celebrate students and families for reading achievement every quarter. (Awards, tokens, announcements, letters, etc.) 9 EE: 4.8 a, c, d	All classroom teachers and principal	Paper, ink/toner for written communications; incentives/displays for student, classroom recognitions	Barrier: Failure to be intentional Solution: Determine timeline and calendar proposed celebrations.	August 2018 to May 2020	General Funds and community partners	Student assessment data; student and family feedback; increased attendance for learning-linked activities like Literacy Night and Family Connection

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: Increase the social and emotional intelligence of William Gay Early Childhood students, thereby decreasing office referrals by 50% for behavior issues.

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.*
Disaggregate and analyze data regarding student behavior/discipline referrals. 9 EE: 4.1 e; 4.1 j; 5.2a, 5.2 h, 5.2i, 9.3a;	Leadership team and behavior interventionist	Student information system; time for planning	Barrier: Lack of initial data; inconsistent data entry into student information system. Solution: Intentional data entry on all discipline/behavior referrals	August 2019-May 2020	General Funds	Schedule will be set to analyze behavior/discipline referral data.

Provide professional development for working with students on social/emotional wellbeing; provide strategies for working with exhibiting severe behavior issues. 9 EE: 5.3a, 5.3 c, 4.4 b 4.5 e; and 6.11 b	Leadership team, behavior interventionist and principal	External providers to deliver professional learning on these topics	Barrier: Finding and implementing strong and effective professional learningSolution: Contact OSDE/OSSI for recommendations; work with Special Services to continue PAX initiative; Continue work started with Safe and Civil Schools initiative	August 2019-May 2020	Project 515 (CIP and Edge),General funds, and Title IV A Champions for Excellence	Post professional development feedback; decrease in student behavior referrals
To educate students and families on applying life skills for academic success. Family Connection events and communications through the school website will be used to reach parents. 9 EE: 4.1h; 4.7 c; 5.1b,d,f,i	Behavior interventionist, principal, parent liaison, classroom teachers	School website; informational materials/resources; student activities and programming for Family Connection events	Barrier: Lack of family participationSolution: Expand contact with parents/families through multiple media/communications sources	July 2019-May 2020	Project 515 (CIP and Edge) and General Funds	Attendance at events; website hits; log of parent communications.
Hire a behavior interventionist to work with students, families and other staff members to address behavioral issues that are distracting in a manner that impacts the effectiveness of the total school and classroom environment 9EE: 4.1 a,b,c,d,e; 5.2b, 5.3m	Behavior interventionist, principal, parent liaison, classroom teachers	Discipline referral logs; schedule of communications with parents and home visitations	Barrier: Finding the right person to work with these struggling students, staff and family membersSolution: Intentional application process for specialized skill set required for this position.	October 2019-- advertise position	Project 515 (Edge)	Behavior interventionist will document all parent contacts and services provided to targeted students

Create a classroom space dedicated to social emotional wellness 9 EE: 5.2b, 5.3f, 4.11f	Behavior interventionist; principal, parent liaison, classroom teachers.	Classroom; sensory materials/resources to equip classroom; personnel	Barrier: Space to accommodate this program. Solution: Allotment of a portable for this purpose	July 2019 and ongoing	Project 515 (Edge), General Funds, and Title IVA Champions for Excellence	Classroom observations; data on behavior of students utilizing this classroom space.

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
Chronic Absenteeism Research, Strategy Development & Program Implementation	5/29/2019	LEA	
Website Design/Implementation Training	8/13/2019	External Provider	8/13/2019
Fountas & Pinnell Leveled Literacy Instruction	11/1/2019	External Provider	
Navigate Kindergarten--Payne Education Center	7/22/2019	External Provider	7/23/2019
DIBELs Training	8/21/2019	LEA	8/21/2019
PAX: The Good Behavior Game Training	8/13/2019	External Provider	
Trauma Informed Instruction	2/17/2020	SEA	
Safe and Civil Schools PBIS/MTSS Training	8/13/2019	External Provider	
Dan St. Romain Educational Consultant	6/4/2020	External Provider	
2020 Professional Learning Institute - National Association for the Education of Young Children	6/7/2020	External Provider	