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Applicant:	56-I001 OKMULGEE
Application:	2019-2020 Continuous Improvement Plan - A1 - 0145 DUNBAR INTERMEDIATE
Project Period:	7/1/2019 - 6/30/2020
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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: The strengths identified through the three data sources are linked to Essential Element 3-Instruction-3.1gThe school commits time to study effective and varied instructional practices to inform their policy.3.5cTechnology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning.	Weaknesses: Challenges: Vertical / Horizontal alignment, consistent intervention curriculum, gaps in the process, alignment between content and standards.Focus2:2.1e -School leadership and staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress.2.3f-Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts teachers, parents and peers in student-led conferences.2.4c-The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps. Focus 1:1.1eThe school or district initiates active collaboration among schools within the district to ensure alignment with academic expectations, core content, and the OAS curriculum standards.
Learning Environment - Elements 4,5,6	Strengths: 6.4(f) - Participants use knowledge gained through content-area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement. 6.5(d) - The school includes the use nontraditional avenues (e.g., on-professional development to provide and/or embed professional learning.)	Weaknesses: Challenges: varied communication strategies, individualizing growth opportunities, service learning opportunities. Focus 4 - 4.8(h) - Staff and community members use innovative strategies (e.g., classroom webpages, marquees) to provide appropriate praise and positive reinforcement,motivating students to high levels of achievement in areas within and beyond the classroom and/or school. Focus 5 - 5.4g The school and community partners collaborate to provide all students with opportunities for service learning. Focus 6 - 6.3(d) - Professional development are aligned with the school's learning for students, the individual growth of staff members and the comprehensive school improvement plan. The professional development opportunities are focused directly on the root causes of achievement gaps.
	The strengths identified through the three data sources are linked to Essential Element 7 - Leadership. 7.4a Analysis of disaggregated data is an integral part of the school's	Weakness - Challenges: teacher resources, data-informed individualized plans. Focus 8 - 8.7(h) - Teachers have access to abundant resources to meet the identified needs of their students. 8.5(e) - Resources (time, space, people, money,

Collaborative Leadership – Elements 7,8,9	improvement planning process and is used to identify goals and needs. 7.11d The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice.	materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students. Focus 9 - 9.2(e) - The systematic data analysis process includes the identification of trends, projections, and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels.

Mission/Vision Statements

Continuous Improvement Mission Statement(239 of 1000 maximum characters used)

Dunbar school will cultivate a learning environment that elevates pride within ourselves and our school, consistency in our academic goals and expectations, and ongoing dedication to positively impact our students, families, and community.

Continuous Improvement Vision Statement (93 of 1000 maximum characters used)

Dunbar's environment, goals, expectations, and dedication are the path to a promising future.

SMART Goals

FY20 Priority 1: SMART Goal (141 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, 50% of Dunbar students will obtain their projected growth from Fall 2019 - Spring 2020 on the NWEA Reading and Math assessments.	AP - Instruction*	5/1/2020

FY20 Priority 2: SMART Goal (171 of 250 maximum characters used)	Pillar and Element	Target Date
By January 2020 75% of Dunbar teachers will implement a consistent and uniform grading / evaluation schedule as set by the administration team based upon SIS data entries.	AP - Classroom Evaluation/Assessment*	1/10/2020

FY20 Priority 3 (Competitive): SMART Goal (134 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of the 2019-20 school year, chronic absenteeism will drop	LE - Student, Family, & Community Support	5/14/2020

| below 20% as measured by the SIS attendance records as evidence. | LE - Student, Family, & Community Support | | 5/14/2020 |

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 opportunies 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.

(7601 of 8000 maximum characters used)

Overall - The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data and NWEA benchmark testing. Electronic surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of SMART goals: 1. By May 2020, 50% of Dunbar students will obtain their projected growth from Fall 2019 - Spring 2020 on the NWEA Reading and Math assessments. 2. By January 2020, 75% of Dunbar teachers will implement a consistent and uniform grading / evaluation schedule as set by the administration team based upon SIS data entries.The overall data findings reveal that inadequate foundational skills are hindering reading and math skills in 5th through 8th grade. Thus, our site's/district's first priority is the growth SMART goal. The proposed action plan for the growth SMART goal includes implementing the following: hire a reading interventionist/instructional coach, implement comprehensive reading and math intervention programs; soft skills and social emotional curriculum; Khan Academy and other free evidence-based resources into student intervention time; promote movement, mindfulness, brain activation activities during breakfast and action based learning in the classroom daily; align all instructional resources to OAS; develop a professional development strategic plan based on teachers' needs (reading/math and intervention strategies); provide focused training in guided reading; require weekly writing in all classes; administer NWEA assessments; review/monitor the guided reading plans and teacher data binders by administrator; and schedule regular, short and long term celebrations. The second SMART Goal is designed to increase consistent grading practices among all classes. This will be accomplished by focusing on more comprehensive lesson plans, training that helps utilize as well as optimize the components of the plan, training teachers on SIS strategies, implement soft skills/social emotional learning program, time in PLCs to analyze student work samples, training in writing for all teachers, and writing taught by social studies teachers and implemented across the board. Evidence-Based Interventions (EBI) - District leaders and the leadership team accessed Evidence for ESSA and What Works Clearinghouse to select "Strong Evidence" interventions. The addition of a Reading Interventionist/Instructional Coach satisfies the ESSA criteria for "Strong Evidence," and will meet the identified instructional and learning needs. Sustainability will be achieved by developing classroom teachers into instructors of reading with support and evidence based resources. All reading intervention teachers will be trained on the proper implementation of a comprehensive evidence-based reading intervention program. The Reading Interventionist / Instructional Coach will peer-mentor teachers in the building. This peer-mentorship will include the training of teachers as well as supporting the in-class implementation of evidence-based reading and writing strategies. Math Intervention teachers will use small group instruction, individualized lessons, group projects, and hands-on lab activities. Teachers will have access to evidence based resources for intervention on the OAS math concepts. We will implement a comprehensive math program. The master schedule will be adjusted for a fluid, flexible grouping, building-wide intervention time (55 minutes daily). After each benchmark test, students will be divided into intervention groups based upon NWEA data. Social Emotional Learning, SEL, will be implemented for 15 minutes daily. This will allow the students to receive instruction in mindfulness, brain research, working with a mentor to set and track personal as well as academic goals, and instruction in social and soft skills. After school and summer programs will be utilized for more intensive intervention and enrichment programs in reading and math as well as continued small group SEL with mentors. PLCs will be used to align OAS standard vertically and horizontally within the building. Progress Monitoring - All students will be routinely screened and receive systematic NWEA assessments in the areas of math, reading, and language arts. Additionally, teachers will utilize consistent schoolwide formative and summative assessments tied to OAS in reading and math. Instructional staff will attend weekly grade level professional learning communities (PLCs) and subject level meetings. The grade level meetings will support implementation of horizontal alignment; while the subject level meetings will support the implementation of vertical alignment. The principal will regularly conduct checks to confirm implementation of progress

monitoring. The meetings will also allow teachers to study new research and evidence based methods, share student work samples, and brainstorm how to improve student relationships among other things.District Involvement - The district will support the following initiatives: regularly scheduled time for reading and math intervention, PLC's focused on progress monitoring; subject level meetings focused on vertical alignment and grade level meetings focused on horizontal alignment; after school enrichment programs and tutoring; STEM activities, Project Based Learning (PBL) focused on improving our community; and providing time and resources for professional development during the regular school day.Professional Learning Communities - PLC will be devoted to the following: analyzing student data to identify students in need of intervention; discussing student work; and identifying adjustments in instructional practices to better meet learning needs. Reviewing all levels of student work is critical in order to ensure all students grow and are appropriately challenged. PLCs meet once a week during grade level planning period. Subject area groups meet once a week during building wide intervention time, utilizing electives teachers as substitutes.Rigorous Review Process - Dunbar has employed the CSI team to research the online clearinghouse for professional development resources. The following resources will be utilized to evaluate the efficacy of external partners: discipline reports; NWEA data; teacher discipline records; benchmark test data; fly-bys; subject and peer observations; teacher surveys; student surveys; authentic student work products; lesson plans and planning documents.Operational Flexibility - The district is committed to assisting and supporting the Dunbar plan. We have been given the opportunity to use our grade level and subject area PLC times to remedy the identified barriers. In support of our Social Emotional Learning and Soft Skills programs, the district has allowed the support staff to join the regular education teachers during instruction as well as giving the opportunity to revise our master schedule to include time for the instruction. The district has allowed us to add onto their policy of grading two assignments per week; with one writing assignment as well as one formative assessment from each class.
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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 May 2020, 50% of Dunbar students will obtain their projected growth from Fall 2019 - Spring 2020 on the NWEA Reading and Math assessments.

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.*
Hire a reading interventionist / instructional coach. 9EE 3.4a	Principal	Interview committee to review data to justify need	Barrier: Finding qualified person and necessary funding. Solution: Review current staff members willing to extend their education and qualifications.	7/8/2019 through 8/1/2019	Proj 515 funds	Personnel records and TLE observations and evaluations.
Implement a comprehensive reading intervention program. 9EE 5.3a, 5.3g	Principal, intervention teachers, and lead reading interventionist	Reading intervention program. Time to research programs and receive quotes, PLC, grade level, and subject area meetings; time to train teachers	Barrier: Time to train teachers thoroughlySolution: time in subject area / grade level meetings dedicated to professional development	8/1/2019 through 10/31/2019	Proj 515 funds	Meeting agendas and sign in sheets, progress monitoring and usage reports from intervention program

Implement a comprehensive math intervention program. 9EE 3.6a, 3.6c, 3.6d, 3.6h	Principal and intervention teachers, facilitators, grade level, subject area	Math intervention program. Time to research programs and receive quotes, PLC and grade level meetings time to train teachers	Barrier: Time to train teachers thoroughlySolution: time in subject area / grade level meetings dedicated to professional development	8/1/2019 through 10/31/2019	General funds, Proj 515 funds	Meeting agendas and sign in sheets, progress monitoring and usage reports from intervention program
Implement a soft skills / social emotional curriculum, train teachers in execution techniques. 9EE 3.1g	Principal, SEL leadership team, classroom teachers	Google classroom. External provider to provide on-site professional development. Homeroom class resources for implementation and celebrations. Google forms. TLE.	Barriers: Teachers seeing value in SEL time.Solution: Training with professionals in SEL and benefits to middle school students.	7/8/2019 through 5/14/2020	General funds. Proj 515 funds	Professional development exit surveys. Student and community surveys. Classroom observations by administration.
Implement Khan Academy and other free evidence based resources into student intervention time. 9EE 3.6a, 3.6c, 3.6d, 3.6h, 5.3a, 5.3c	Principal, intervention teachers	Instructional resources / supplies for hands-on reinforcement activities, Google Drive	Barriers: Low teacher confidence in small group instruction.Solution: Time in subject area / grade level meetings dedicated to professional development. Specialist / instructional coach model with students. Provide structure and checkpoints to insure consistent implementation.	8/15/2019 through 5/14/2020	None	Intervention teacher will submit to principal intervention plans detailing small groups and instructional resources, for review and evaluation.

Implement movement, mindfulness, brain activation activities during breakfast daily. 9EE 4.8c, 4.8h

SEL leadership team and Dean of Students

Audio and video equipment, Google Forms, Surveys, paper Surveys

Barriers: Proper Installation. Staff implementing consistently.Solution: Utilizing staff and staff associates for technical support. SEL leadership team scheduling and training staff.

8/19/2019 through 5/14/2020

Proj 515 funds, general funds, community volunteers, Get Fit Grant

Faculty/staff, and student surveys. Every other Friday SEL leadership team and Dean of Students will review discipline referrals for time out of classrooms.

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and conscise as possible.

Priority 2 SMART Goal: By January 2020 75% of Dunbar teachers will implement a consistent and uniform grading / evaluation schedule as set by the administration team based upon SIS data entries.

Pillar and Element: AP - Classroom Evaluation/Assessment

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Teachers will perform at their best for our students, be mindful of their own thoughts and feelings as well as the students. 9EE 4.2g, 4.4b, 4.4e, 3.4c	Leadership team with all classroom teachers.	Teacher and Student Surveys, Google Suite, team will analyze the results, supplies to make surveys including paper, ink, ...	Barrier: Lack of interest, growth mindset vs. fixed mindset, not team players.Solutions: Walk throughs and fly-by to monitor implementation	August 15, 2019 through May 14, 2020	General funds	Teacher and student surveys will be completed and analyzed quarterly. Walk through documentation, fly-by documentation, TLE
Improved and more comprehensive lesson plan form will be developed. 9EE 8.5c, 2.1c, 2.1f, 3.1d, 3.1f	Leadership team	Google Suite, time, OAS booklets and website, supplies to make surveys including paper, ink, ...	None	July 8, 2019 through October 17, 2019	General funds	Teacher surveys completed at the end of each semester
Training on how to		Google Suite, time	Barrier: Teachers lack of knowledge in lesson planning, teachers not providing student			Lesson plans in

utilize and optimize the lesson plan form. 9EE 2.2a, 2.2d, 2.2f, 2.6a	Leadership team and principal	in PLCs, supplies to make surveys including paper, ink, ...	work samples to coordinate with lesson plansSolution: Insert documentation in student binders. Schedule time in PLCs to discuss with administration	August 15, 2019 through September 26, 2019	General funds	Google Docs, PLC sign-in sheets, teacher surveys completed quarterly
Teacher SIS training. 9EE 3.7a, 5.5c, 5.5g	Leadership team and principal	Website, time in PLCs	Barriers: Lack of teacher interest, growth vs. fixed mindset, staff as team playersSolutions: Provide trainings with outside professionals. Training will provided evidence for buy-in of success.	August 15, 2019 through September 26, 2019	General funds	SIS, administrative monitoring, TLE observations completed at the end of each semester
Implement soft skills / Social Emotional learning program. 9EE 1.5b	Leadership team and principal	Time, instructional resources / supplies / kits for social emotional learning, supplies to make surveys including paper, ink, ...	Barrier: Funding and agreement on program choices.Solutions: Have committee work together and make a joint decision. Research other forms of funding.	July 8, 2019 through September 6, 2019	General funds, community partners, Project 515 Funds	Student / surveys, discipline referrals, attendance every nine weeks by teachers and dean of students.
Train teachers on brain theory, social emotional learning, and soft skills instructional methods. 9EE 1.5b	Leadership team and principal	Funding to pay teachers to receive PD outside of regular school hours. Professionals to provide evidence based PD	Barriers: Extra-curricular activities interfering with teacher training. Lack of teacher enthusiasm, fixed mindset, teacher absenteeismSolution: Funding to pay teachers. Find qualified, personable trainer to implement	9/3/2019 through 5/11/2020	General funds, Project 515 funds	PD exit surveys, sign in sheets, time sheets

PD.

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 2019-20 school year, chronic absenteeism will drop below 20% as measured by the SIS attendance records as evidence.
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.*
Develop Social Emotional Learning (SEL) curriculum, including celebrations and rewards. 9EE 4.8a, 4.8b. 4.10a, 4.10d, 4.10h	Principal, SEL leadership team	Supplies including, poster board, markers, post-it notes; balloons, decorations, ...	Barrier: Time to find evidence based resourcesSolution: Committee paid an hourly rate to work outside of school hours	7/8/2019 through 10/18/19	Okmulgee Education Foundation (OEF) grant, general fund	Curriculum will be posted on shared Google Drive. Principal will check every Friday to insure the next weeks curriculum is ready.
Implement rewards system for classes with perfect attendance. 9EE 4.10a, 4.10d, 4.10h	Dean of Students, attendance clerk, classroom teachers	Gift cards, items from oriental trading, certificates, ... etc.	Barrier: Funding, time(set time period for which attendance will be monitored.Solution: Proposed CSI funds, community support, fundraising	9/3/2019 through 5/14/2020	General fund, OEF grant funds, teacher supplement	Sticking to the set deadlines for attendance compliance. Checked daily through an SIS report. Attendance will be a weekly PLC item.
			Barrier: failure to constantly			Principal will run

Action Step	Person(s) Responsible	Resources	Barrier/Solution	Timeline	Funding Source	Evaluation
Implement protocol for insuring first hour attendance is taken. 9EE 5.5d	Principal, Dean of Students, attendance clerk	District SIS	implement proceduresSolution: provide structure and check points to provide consistent implementation	9/3/2019 through 5/14/2020	General Fund	reports to verify documentation via the SIS. Reports will be discussed during PLC meetings.
Develop a chronic absenteeism committee that will meet monthly. 4.3d, 5.5a, 5.2e, 5.2j, 5.3b	Principal, leadership team	Parent and student to join committee with the teacher, principal, JOM coordinator, and truant officer	Finding the right committee members with the right skills to work with families and solutions.Solution: Conscientious vetting of committee members	9/3/2019 through 5/14/2020	General Fund	Attendance will be analyzed by the leadership team to determine cause and possible interventions. Minutes and notes from each meeting will be given to the principal.
Project based learning (PBL) classes complete service learning projects in conjunction with SEL. 9EE 4.8a, 4.8b	Principal, Dean of Students	Supplies including poster boards, balloons, markers, crayons, glue, ... etc.	Barrier: Time for teacher planning and student implementation, and availability of suppliesSolution: Use time set aside for PBL classes to complete projects and time in subject area PLCs to brainstorm.	10/22/2019 through 3/31/2019	General fund, OEF grant funds, teacher supplement	End of project products will be evaluated for completion, adherence to deadlines, OAS alignment.
Teachers / mentors reach out to parent / guardian once students are absent 3, 5, 7, and 10 times and when it's two consecutive days. 9EE 4.4b, 5.5a	Principal, Dean of Students, attendance clerk	District SIS	Barrier: failure to constantly implement proceduresSolution: provide structure and check points to provide consistent implementation	8/19/2018 through 5/14/2020	General fund, Title (Indian funds)	Call logs will be turned into the office weekly and kept for Principal to monitor each nine weeks. Reports will be discussed during weekly PLC 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
Language Essentials for Teachers of Reading and Spelling (LETRS) Online Modules with Onsite Suppor	4/1/2019	SEA	
Reading Rockets Professional Webcasts with LEA Guidance	05/1/2019	LEA	
Aligning Instructional Resources to Oklahoma Academic Standards (Reading/Science/Math)	05/1/2019	LEA	
Fountas and Pinnell Leveled Literacy Introduction for Pre-K through 2nd Grade Teachers	06/1/2019	External Provider	
Reinforcing and Enriching Reading and Math Skills through Science	06/1/2019	External Provider	
BOOK STUDY - Worksheets Don't Grow Dendrites - Marsha Tate	07/1/2019	External Provider	
Implementation of an Effective MTSS	07/1/2019	External Provider	
How to Launch STEM in Lower Elementary	07/1/2019	External Provider	
Increase Parent Engagement through Learning Linked Activities	08/1/2019	LEA	
Using Interim Assessements to Inform and to Differentiate Instruction	08/1/2019	External Provider	