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Applicant: 56-I001 OKMULGEE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0140 OKMULGEE PRIMARY
ES

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

Cycle: Original Application

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Nine Essential Elements (9EE) Needs Assessment Prioritization

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<p>Academic Performance - Elements 1,2,3</p>	<p>Strengths identified through the three data sources are linked to Essential Element 1 - Curriculum. 1.1.a Teachers are more aware of what students should know and be able to do in all content areas. 1.1.g The implemented curriculum is scientifically research-based to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population</p>	<p>Challenges: horizontal/vertical alignment, OAS aligned assessments, adequate technology, instructional resources Focus 1- 1.2.a The district initiates and facilitates discussion by grade level for horizontal alignment. 1.2.b The district initiates and facilitates discussion throughout grade level for vertical alignment. 1.2.1.a Classroom assessments are not aligned with OAS curriculum standards. Focus 2- 2.4.b School staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and subgroups. Focus 3- 3.5.c Technology is readily available and equitably accessible to all students, and they are encouraged to use it in a way to demonstrate learning. Focus 4- 3.6.b Instructional resources are sufficient in all content areas to support the school's implemented curriculum.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>Strengths identified through the three data sources are linked to Essential Element 4 - School Culture. 4.7.c Teachers regularly contact families to discuss student progress. 4.1.b The school adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly, and equitable learning environment. 4.8.a Staff members have established a nurturing learning environment for all students.</p>	<p>Challenges: family/community involvement, communication with parents on helping students Focus 5- 5.1.a Families and the community are involved in significant ways to remove barriers to learning. Focus 3- 5.2.f The school/district provides a variety of technology for all students to access the common academic core.</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>Strengths identified through the three data sources are linked to Essential Element 7 - Leadership 7.1.c School leadership team communicates the mission and belief statements to all stakeholders of the school community. 7.11.d The principal conducts frequent informal and formal observations and provides timely feedback to staff members on their instructional practice.</p>	<p>Challenges: maximize instructional time, schedules across the building that support classroom instruction and intervention Focus 6- 8.4.b Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized. 8.4.c The staff adjusts the schedule, as appropriate, based in instructional needs.</p>

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(196 of 1000 maximum characters used)

Okmulgee Primary School in partnership with our parents and community will engage all students through personal relationships and teamwork to achieve their highest potential and enhance our world.

Continuous Improvement Vision Statement (283 of 1000 maximum characters used)

Establish a student-centered culture in which all students and staff feel safe to learn and grow, supported in their quest for knowledge, valued for their contribution, and that everyone belongs so that Okmulgee Primary may one day be the preferred school for all community families.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, 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 achievable. '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 applying for the competitive grant*

FY20 Priority 1: SMART Goal (194 of 250 maximum characters used)

By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in ELA on NWEA MAP Growth and OSTP by 6% as evidenced by end of year test results.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

6/1/2020

FY20 Priority 2: SMART Goal (196 of 250 maximum characters used)

By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in Math on NWEA MAP Growth and OSTP by 10% as evidenced by end of year test results.

Pillar and Element

AP - Instruction*

Target Date

6/1/2020

FY20 Priority 3 (Competitive): SMART Goal (150 of 250 maximum characters used)

By the end of the 2019-2020 school year Okmulgee primary will increase average daily attendance by 2% as evidenced by student information system data.

Pillar and Element

LE - Student, Family, & Community Support

Target Date

5/15/2020

Plan Narrative Rubric

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

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.	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 unachievable.
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.
Professional Development	Describes the process of how the site has selected appropriate, quality PD opportunities 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 <i>(Provide information only if using an external partner.)</i>	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.

<p>Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i></p>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>
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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.

(6258 of 8000 maximum characters used)

Overview of Continuous Improvement Plan - 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 the local benchmark tests. Electronic surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of three SMART goals: 1. By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in ELA on NWEA MAP Growth and OSTP by 6% as evidenced by end of year test results. 2. By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in Math on NWEA MAP Growth and OSTP by 10% as evidenced by end of year test results. 3. By the end of the 2019-2020 school year, Okmulgee Primary will increase average daily attendance by 2% as evidenced by student information system data. The overall data findings reveal that the majority of students lack foundational skills in both literacy and math. Kindergarten through 4th grade students demonstrate deficiencies that can be attributed to gaps in both horizontal and vertical alignment. Thus, the literacy and math SMART goals contain action steps to create pacing calendars to ensure horizontal alignment and planning time for teachers, instructional coaches, and administration to vertically align the Oklahoma Academic Standards (OAS) for grades PreK through 4th. The proposed action plan for the literacy SMART goal includes horizontal and vertical alignment along with creating specific schedules to allow for whole and small group instruction during the 90 minute reading block, utilizing web-based programs to facilitate learning and encourage students to read more, data tracking based on formative and summative assessments as well as OSTP results, and increase the number of students to be served through reading intervention. The second SMART goal is increasing student achievement in math. With the site's primary focus on reading; math was neglected. The proposed action plan for math includes horizontal and vertical alignment along with defining the 90 minute math block to specify what is expected during whole and small group instruction, implement a standards based curriculum, and data tracking based on formative and summative assessments as well as OSTP results. The third SMART goal focuses on chronic absenteeism. All students will be the focus of this SMART goal through a universal to targeted approach as defined by the National Center for Children in Poverty (www.nccp.org). The proposed action plan for the chronic absenteeism SMART goal includes displaying the number of students absent/tardy each day with our average daily attendance, provide celebrations for attendance on a weekly, monthly, and semester basis, inform parents of their child's attendance history on a monthly basis, implement an attendance review committee, provide opportunities for families to participate in after-hours activities, and purposefully communicate with parents about the importance of attendance and effect on student achievement through newsletters, parent nights, website, text messages, and social media. Evidence-Based Interventions (EBI) - The school improvement team accessed Evidence for ESSA and EFFECTIVE PRACTICES: Research Briefs and Evidence Ratings to select "Strong Evidence" practices along with curriculum. Houghton Mifflin Harcourt Journeys reading curriculum satisfied the ESSA criteria for "Strong Evidence," and meets the identified instructional and learning needs for ELA. Sustainability will be achieved through the purchase of the whole package which provides replenishment of consumable materials for the duration of the adoption cycle along with coaching provided by the company to instruct teachers on how to implement the components of the curriculum. Those teachers will in-turn instruct new teachers as they join our staff. Assessing student learning frequently through benchmark and formative assessments, accessing and utilizing reports, and progress monitoring with documentation satisfied the ESSA criteria for "Strong Evidence" for our SMART goal for math. Sustainability will be achieved by training teachers and interventionists on how to administer assessments, access reports, and assess students through progress monitoring. Providing two-way school-home communication linked to learning satisfied the ESSA "Strong Evidence" rating for chronic absenteeism. Facilitating communication about school attendance and parent engagement will affect attendance and improve our chronic absenteeism rating. Sustainability will be sought through the Okmulgee Education Foundation and our local Parent-Teacher Organization. Progress Monitoring - All kindergarten through 4th grade students will be screened, progress monitored, and interim assessed with NWEA MAP Growth and HMH Journeys Intervention assessments for reading. NWEA MAP Growth is also used for all kindergarten through 4th grade students in math. At this time, the team is considering using NWEA MAP Skills tests for math. District Involvement - The district will support the following initiatives: employing retired, certified and support staff for reading intervention, organization of PLCs to support improved instruction in literacy and math, and providing release time for professional development. Professional Learning Communities - For 2019-2020, PLCs will be devoted to the following: discussion of SMART goals, OAS horizontal and vertical alignment check, OSTP and NWEA results, data digs (academic, attendance, and discipline), effective lesson planning, small group instruction, effective parent/teacher conferences, special education, technology in the classroom, retention process, and stakeholder surveys. PLCs will meet once a week during teacher plan time. Operational Flexibility - The district is committed to assisting and supporting the Okmulgee Primary School Continuous Improvement

Plan. The district is allowing each site to schedule the majority of professional development in order to address our SMART goals and action steps.

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 concise as possible.

Priority 1 SMART Goal: By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in ELA on NWEA MAP Growth and OSTP by 6% as evidenced by end of year test results.

Pillar and Element: AP - Classroom Evaluation/Assessment

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Create and implement pacing calendars for each grade level to facilitate horizontal alignment of the Oklahoma Academic Standards (OAS) 1.1.b, 1.2.a, 1.2.c, 3.2.c, 3.4.c, 8.5.b	*Principal*Instructional Coaches*Classroom Teachers	*Copy Paper*Toner*Binders*Sleeves*Folders*Chart Paper	Teacher buy-in: PLC time devoted to educating teachers on the importance of everyone teaching the same skill as it is defined in the OAS	*By end of 1st 9 weeks (2nd,3rd,4th)*By end of FY20(PK,K,1st)	General FundProject 515	Objective Accountability Graphs, Lesson Plans, Pacing Calendars, PLC Agendas, Sign In Sheets
Bring grade level teams together with the grades above and below to vertically align the OAS 1.2.b, 1.2.f, 3.2.c, 8.5.e	*Instructional Coaches*Principal*CSI Team*Classroom Teachers	*OAS*Chart Paper*Copy Paper*Toner*Binders*Clear Sleeves*Stipends for after-hours	Time to get the grade level teams together: Create a calendar to set aside one day a week after school and designate which teams will be working on	*By end of FY20	Project 515	Teacher Surveys, Test Data from NWEA, Alpha Plus, OSTP, Scheduled Meetings, Agendas, Sign In Sheets

specific days.

Create specific schedules to allow for whole and small group instruction w/ independent learning stations during the 90 minute reading block 8.4.b, 8.4.c, 8.6.d

*Principal*Instructional Coaches*CSI Team

*Journeys reading curriculum*Classroom Libraries

None

*By end 1st 9 weeks

*General Fund*Project 515

Monitored through classroom walkthrough by principal and instructional coaches.

Utilize various web-based programs to facilitate learning and encourage students to read more 3.5.a,b,c

*All Staff

*Accelerated Reader*Think Central*Waterford Early Learning*Boardworks*Chromebooks*Classroom Libraries*Rewards for AR (prizes, gift cards)*AR Trophies

*Devices to support programs

*By end of FY20

*General Fund*Project 515

Reports from each of the web-based programs being used. Data from NWEA/Alpha Plus/OSTP.

Data tracking based on formative assessments, summative assessments, and OSTP 2.1.a,d-e, 2.5.e

*Principal*Instructional Coaches*Reading Specialists*Reading Interventionists*Classroom Teachers

*Alpha Plus online assessments*ESGI (PreK/Kinder)*NWEA*Plotter*Paper Rolls*Ink/Toner*Data Walls

*Training for staff to properly find information and data to support instruction. Teach them how to do this and how to disaggregate data.

On Going

*General Fund*Project 515

*PLC Meetings*Data from NWEA/Alpha Plus/OSTP.

Increase number of students to be served through reading intervention 9EE

*Principal

*Salary for 1-2 additional interventionists

Money

*By end of 1st 9 Weeks

* Project 515

Data from NWEA and OSTP testing

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 concise as possible.

Priority 2 SMART Goal: By the end of the 2019-2020 school year, Okmulgee Primary will raise the percent of students scoring proficient in Math on NWEA MAP Growth and OSTP by 10% as evidenced by end of year test results.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Create and implement pacing calendars for each grade level to facilitate horizontal alignment of the Oklahoma Academic Standards (OAS)1.1.b, 1.2.a, 1.2.c, 3.2.c, 3.4.c, 8.5.b</p>	<p>*Instructional Coaches*Principal*Classroom Teachers</p>	<p>*OAS*Chart Paper*Copy Paper*Toner*Binders*Clear Sleeves</p>	<p>Teacher buy-in: PLC time devoted to educating teachers on the importance of everyone teaching the same skill as it is defined in the OAS</p>	<p>*By end of 1st 9 weeks (2nd,3rd,4th)*By end of FY20(PK,K,1st)</p>	<p>*General Fund*Project 515</p>	<p>Objective Accountability Graphs, Lesson Plans, Pacing Calendars, PLC Agendas, Sign In Sheets</p>
<p>Bring grade level teams together with the grades above and below to vertically align the OAS1.2.b, 1.2.f, 3.2.c, 8.5.e</p>	<p>*Instructional Coaches*Principal*Classroom Teachers</p>	<p>*OAS*Chart Paper*Copy Paper*Toner*Binders*Clear Sleeves*Stipends for after school work</p>	<p>Time to get the grade level teams together: Create a calendar to set aside one day a week after school and designate which teams will be working on specific days.</p>	<p>*By end of FY20</p>	<p>* Project 515*Activity Account</p>	<p>Teacher Surveys, Test Data from NWEA, Alpha Plus, OSTP, Scheduled Meetings, Agendas, Sign In Sheets</p>

Define 90 minute math block; specify what is expected during whole and small group instruction 8.4.b, 8.4.c, 8.6.d	*Instructional Coaches*Classroom Teachers(through PLCs)*Principal	None	Logistics of scheduling each classroom's intervention time and 90 minute block.	*End of 1st 9 weeks	None	Lesson PlansWalkthroughsGrade Level Team Meetings/PLCsAgendas and Sign in Sheets
Implement a standards based curriculum that includes the components of a good lesson: guided and independent practice, continuous review, formative and summative assessments 1.6.a	*CSI Team*Instructional Coaches*Principal	*Alpha Plus*Chromebooks*Copy Paper	*Devices to support the use of online assessments and reporting through Alpha Plus	*By end of FY20	* Project 515*General Fund	Lesson PlansData collected from Alpha Plus reports
Data tracking based on formative assessments, summative assessments, and OSTP 2.1.a,d-3,2.5.e	*Principal*Instructional Coaches*Reading Specialists*Reading Interventionists*Classroom Teachers	*Alpha Plus online assessments*Plotter*Paper Rolls*Ink/Toner*Data Walls	*Training for staff to properly find information and data to support instruction. Teach them how to do this and how to disaggregate data.	On Going	*General Fund* Project 515	PLC MeetingsData from NWEA/Alpha Plus/OSTP

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 concise as possible.

Priority 3 SMART Goal: By the end of the 2019-2020 school year Okmulgee primary will increase average daily attendance by 2% as evidenced by student information system data.

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

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Display the number of students absent and tardy each day with our average daily attendance overall percentage 4.9.a-d, 5.1.a, 5.5.a</p>	<p>*Principal</p>	<p>*Calendar*Markers</p>	<p>*None</p>	<p>*Daily for duration of the school year (posted in foyer)</p>	<p>*None</p>	<p>Student Information system</p>
<p>Provide celebrations for good attendance 8.1.d, 4.8.c</p>	<p>*Principal*Staff*PTO*Stakeholders</p>	<p>*Prizes*Rental of equipment*Stickers*Gift Cards</p>	<p>*Teacher buy in-reinforce how improving student attendance will bring about improvement in the individual classrooms</p> <p>*Time-Mobility of</p>	<p>*Weekly*Monthly</p>	<p>*Activity Fund*Project 515*OEF Grant Funds</p>	<p>Student Information System, Analyze attendance weekly, monthly, and by semester</p>

<p>Inform parents of their child's attendance history on a monthly basis. 9EE, 4.4.b, 4.7.a-h, 5.5.a</p>	<p>*Dean of Students*Secretary*Principal*Classroom Teachers</p>	<p>*Copy Paper*Postage*SIS Reports</p>	<p>student-Remind parents to provide current information to the office.*Set time each day to make calls</p>	<p>*Daily Calls*Monthly Letter</p>	<p>* Project 515*General Fund</p>	<p>Attendance Data from Student Information System, Call logs, Data discussed in PLCs</p>
<p>Implement an attendance review committee 9EE, 4.3.d, 5.5.a</p>	<p>*Dean of Students*Principal*Classroom Teacher*Additional Certified Teacher</p>	<p>*Attendance reports from the student information system</p>	<p>Time for meetings-Schedule monthly meetings</p>	<p>Established by end of 1st 9 weeks</p>	<p>None</p>	<p>Student Information System DataPLC NotesAttendance Review Committee Notes, Schedule of Meetings, sign in sheets, Documentation of communication with parents</p>
<p>Provide opportunities for families to participate in after-hours activities 5.1.d, 5.1.f, 5.2.j, 5.3.d, 5.3.g</p>	<p>*All staff</p>	<p>*Materials for activities at each of the family nights</p>	<p>Parent Attendance at activities-Reach out to them in advance and invite them to be present</p>	<p>*Once per quarter</p>	<p>*Activity Fund*PTO</p>	<p>Sign in sheets from activitiesCall LogsCopies of Fliers, Feedback/Surveys from families</p>
<p>Purposefully communicate with parents about importance of attendance and effect on student achievement. 4.9.a-d, 5.1.a,c, 5.5.a</p>	<p>*Principal*Dean of Students*Secretaries*Title 1 Site Committee</p>	<p>*Monthly Home-School Newsletter*Parent Nights*Website*ENotes*Social Media</p>	<p>Consistency - schedule specific dates to send out information to families and include on site calendar.</p>	<p>*Weekly*MonthlyThroughout the school year</p>	<p>* Project 515</p>	<p>*Document all communication with families*Monitor attendance in student information system</p>

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
Vertical Alignment Oklahoma Academic Standards	03-31-20	LEA	
Teaching Students in Trauma	01-06-20	External Provider	
NWEA: Informing Instruction	01-31-20	External Provider	
Language Essentials for Teachers of Reading and Spelling (LETRS) Online Modules with Onsite Support	06-30-20	SEA	
Building Trauma Sensitive Schools	09-26-19	External Provider	09-26-19