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Applicant: 43-I004 THACKERVILLE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 THACKERVILLE ES

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 <i>(List Greatest Impact First)</i>
Academic Performance - Elements 1,2,3	Instruction: Teachers feel that they have the supports needed to successfully implement effective instructional strategies. They would like to do more observing in colleagues' classrooms within the school and in other districts. Teachers feel that professional development scheduled with the K20 Center through the OETT grant will help to provide more authentic instructional strategies.	Classroom Evaluation/Assessment: Teachers design and choose all assessments without input from students. Assessments are not individualized based on a student's multiple intelligences and learning styles. Parents are not always given a full, detailed explanation of a child's assessment results.
Learning Environment - Elements 4,5,6	School Culture: Student recognition is publicized every week at Wildcat Wakeup where parents are always invited to join us in a celebration. Teachers communicate with parents on a regular basis using e-notes and newsletters. Our students feel safe at school and teachers do a great job at building relationships with students.	Student, Family and Community Support: Technology was limited in our building, family's are not aware of curriculum that is used, importance of attendance is a barrier some families face as they don't understand the importance of attending every day
Collaborative Leadership - Elements 7,8,9	Leadership: Students have a safe learning environment, administrator's growth plan is in place, disaggregated data is used in school plan, school staff is focused on academic performance	Organizational Structure and Resources: Use of resources, team planning, and schedule alignment could all be improved.

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(473 of 1000 maximum characters used)

Thackerville Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Our staff recognizes the value of rigorously challenging students. Our teaching practices are both reflective and responsive to the needs of our students. Through offering diversified experiences, our students discover their potential, achieve readiness for college and careers, and succeed in a safe and caring environment.

Continuous Improvement Vision Statement (524 of 1000 maximum characters used)

The vision at Thackerville Elementary School is to prepare and motivate our students for a rapidly changing world by providing innovative instruction through transformative learning that allows them to be creative thinkers and have the ability to apply what they have learned to real-world situations. Students will have success for today and be prepared for tomorrow by having critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion instilled in them.

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 (158 of 250 maximum characters used)

On the 2020 Spring benchmark, each grade level's Math and Reading Proficient or Above percentage will increase by 5% as measured by NWEA benchmark assessment.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

5/10/2020

FY20 Priority 2: SMART Goal (139 of 250 maximum characters used)

By the end of FY 2020, the percent of students that are chronically absent will decrease from 17% to 10% as measured by attendance

Pillar and Element

LE - Student, Family, & Community Support

Target Date

5/10/2020

records.

FY20 Priority 3 (Competitive): SMART Goal (179 of 250 maximum characters used)

By the end of the 2020 Fiscal Year, discipline referrals for disturbing class/disruption and defiance/disrespect will decrease from 74% to 50% as measured by discipline referrals.

Pillar and Element

Target Date

E - Organizational Structure & Resources

5/10/2020

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.
	Describes the process of how the site		

Professional Development	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.
Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i>	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.

(7111 of 8000 maximum characters used)

Overview of CIP: The leadership team compared data found by the Oklahoma Nine Essential Elements Needs Assessment, Schoolwide Data Profile, and Stakeholder Surveys to complete a data triangulation that led to the development of 3 SMART goals. SMART goal 1: On the 2020 Spring benchmark, each grade level's Math and Reading Proficient or Above percentage will increase by 5% as measured by NWEA benchmark assessment. SMART goal 2: By the end of FY 2020, the percent of students that are chronically absent will decrease from 17% to 10% as measured by attendance records. SMART goal 3: By the end of the 2020 Fiscal Year, discipline referrals for disturbing class/disruption and defiance/disrespect will decrease from 74% to 50% as measured by discipline referrals. The overall data findings reveal that students lack respect for their educational environment and ownership of their education. Students did not spend adequate time on their benchmark testing and therefore do not know how to approach important assessments such as OSTP. Thus, SMART goal 1 is our priority. Action Steps for all 3 SMART goals can be found in the Supporting Documentation tab. Action Steps - Realistic, Achievable, and Sustainable: The three SMART goals that the leadership team has developed will create a challenge for our staff. No challenge is too difficult when it comes to student achievement and growth. We love to see our students grow and their faces light up when they realize their growth. We adjusted our initial goals because we were a little too ambitious at first. We wanted to ensure that our school would be set up for success once the plan was complete. We hope that by the completion of the action steps that some of the intervention services will not be needed for such a large number of our student population. We hope that students and parents come together with us and develop a plan of their own to ensure success from home. This will allow for some programs to be obsolete as we will be able to meet the needs of a lower number of students with the current staff we have. If this is not the case, we will seek outside funding through grants and sponsorships before making adjustments to our FY budget. Proposed 515 expenditures are: Instructional Coach(es)/partners; Reading Plus intervention program; Exact Path individualized skills-based instruction; Reflex Math skills practice; Summer Book program for students; supplies for STEAM room; supplies for family engagement activities; Stipends for activities beyond the contractual day such as tutoring and planning meetings; Registration; and travel. Evidence-Based Interventions (EBI): The leadership team utilized Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" literacy intervention. Reading Plus (3rd - 5th grades) satisfied the ESSA criteria for "Strong Evidence" and will meet the intervention needs of our students that participate in OSTP. A veteran certified diagnostician will serve as an instructional coach that will work with teachers on developing strategies to serve all students and their individual needs. The instructional coach will work with Pre-K through 5th grade teachers in Reading and Math. The instructional coach will complete a minimum of 24 visits throughout the 2019-2020 school year. Teachers will utilize an online math fact fluency program to allow students to build fluent retrieval of basic arithmetic facts which is a practice with moderate evidence. Exact Path will be used to create individualized instruction for all students in Math and Reading that will challenge students regardless of their skill level. The master schedule has been adjusted for a fluid, flexible intervention time for 45 minutes at the end of the regular school day for all grade levels. Progress Monitoring: All elementary students are assessed at the beginning of the year, middle of the year, and end of the year using NWEA Map Growth assessments. Students K-2 are assessed in Reading and Math and students 3-5 are assessed in Reading, Math, and Science. All students PK - 5 are assessed quarterly with STAR Reading and Math. PK - 2 teachers also utilize Literacy First assessments to track student progress in phonics skills. Literacy First results will be utilized to guide student groups for building-wide intervention time. Progress monitoring data will be analyzed in PLC meetings to determine progress of action steps. District Involvement: The district supports all initiatives addressed in this plan. Approval has been given for 45 minutes of intervention time across the elementary building, contracting with instructional coach(es), the use of transportation in the event that an elementary student does not have a ride after tutoring, the use of district resources to conduct family engagement nights, the use of the district one-way communication to send out research-based facts about attendance and

family support, school transportation to professional development, and the use of school staff to provide teacher collaboration time. District leadership will attend any and all required school support meetings. Professional Learning Communities: For 2019-2020, PLCs will be held on Tuesdays from 11:40 am to 12:30 pm. Our focus will be on our SMART goals, analyzing data, planning family engagement activities, assessing action step progress and affect, and collaboration. (see uploaded schedule) Professional Learning: As a recipient of the Oklahoma Educational Technology Trust grant this school year, we have monthly professional development scheduled with the K20 center for the 2019-2020 school year. This professional development ranges from how to use our 1:1 devices to authentic teaching strategies in all subject areas. Our staff can expect to gain a tremendous amount of knowledge from these professional development events. Our proposed professional development plan is as follows: Professional Development SMART Goal(s) Connection ELA and Math Standards through Exploring the Frameworks Priority 1 Great Expectations Methodology Priority 1, Priority 2, Priority 3 Reading Plus New Teacher Training Priority 1 Intro to Reflex Math Priority 1 Reading Rockets Reading 101 Priority 1 K20 Authentic Teaching, Using Technology in the Classroom (monthly PD) Priority 1, Priority 2, Priority 3 Success at the Core: Aligning Curriculum Priority 1 Lay a Foundation: Engage Families to Address Chronic Absence in the Early Years Priority 2

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: On the 2020 Spring benchmark, each grade level's Math and Reading Proficient or Above percentage will increase by 5% as measured by NWEA benchmark assessment.

Pillar and Element: AP - Classroom Evaluation/Assessment

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>Individual data binders for students with goal setting sheets for Reading and Math skills and assessments coupled with student meetings where the student sets their own goals</p>	<p>Teachers</p>	<p>Assessment data</p>	<p>Time; it will take time for teachers to have individual conversations with students about scores and setting goals</p>	<p>Student binders will be set up by the first parent/teacher conference so that they can be used to review with parents</p>	<p>None</p>	<p>Student data binders will be reviewed quarterly</p>
<p>Instructional Coach to assist teachers on instructional techniques and providing individualized instruction to small groups</p>	<p>Principal, Teachers</p>	<p>Staffing</p>	<p>Acceptance from teachers and staff; the possibility of an instructional coach has been discussed with staff and everyone knows the importance of this to our goal</p>	<p>Instructional coach will be contracted at the October school board meeting</p>	<p>515 funds</p>	<p>teacher survey, teacher evaluations, benchmark assessments</p>

Online intervention programs and skills practices (Reading Plus, Reflex Math, Exact Path) that students can utilize at home as well as during the school day

Principal, teachers

Supplemental programs

Time, access to computers or tablets; Teachers have 45 minutes during the day that the building will be participating in building wide intervention, this is the time teachers could have small groups working on an intervention program while another group works directly with the teacher, we have 1:1 devices in our building

Programs will be implemented one at a time so that teachers have the ability to get acquainted with the program

515 funds

individualized and group reports from the programs, benchmark assessments

Summer Skills Academy for students that are 6 months or more behind, after school tutoring 2 days a week, and a building-wide intervention time that allows staff to focus on small group instruction based on students skill needs

Principal, teachers

Intervention resources, data, parents

The ability of parents to be able to transport students after school and during the summer are vital to this action; Building-wide intervention time is very time-consuming and requires a lot of planning on the teachers part

Summer Skills Academy was held in the Summer of 2019 and will be held again in the Summer of 2020. Tutoring will begin October 1, 2019, and building-wide intervention will begin October 8, 2019.

515 Funds

benchmark assessments, individual screening tools for phonics and other skills

Summer Book Bag Program for all students that

consists of 5 fiction and 5 nonfiction books with think sheets for practice during the summer. Family literacy, math, and technology nights to help explain how parents can assist children at home.

Principal, teachers

Scholastic book bags, Family night supplies

Students may not utilize or return the books given for the summer; incentives can be given for the return of think sheets and of books

Summer 2020 for Book Bag program, Literacy Night will be in Fall 2019, Math night and technology night will be in Spring of 2020

515 funds

BOY benchmark assessments

Development of a STEAM lab to create excitement among students.

Teachers and Principal

Accumulation of items from teachers, staff, and parents. Asking for donations from businesses that may have items that can be used in a STEAM lab.

No foreseen barriers apply, we will start out small with this project and build as time goes on

STEAM lab will be set up and ready for student use by Thanksgiving Break and will be built upon as items are donated or purchased.

515 Funds

student input; staff input

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 FY 2020, the percent of students that are chronically absent will decrease from 17% to 10% as measured by attendance records.

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>Incentives for perfect attendance given to students as an individual goal as well as a class goal.</p>	<p>Classroom Teachers</p>	<p>Teachers and Staff, Local businesses that may offer free incentives</p>	<p>Availability of incentives; if incentives can't be attained by donation, we can purchase incentives through activity account funds</p>	<p>Incentives will be given on a monthly, quarterly, and annual basis.</p>	<p>Elementary Activity Account</p>	<p>The action step will be measured by attendance data input in the Wengage student information system. Data will be measured quarterly and annually.</p>
<p>Attendance letters calculated at the end of each week that explains the importance of attendance and an explanation of students' current recorded absences.</p>	<p>Secretary</p>	<p>Secretary, Student information system</p>	<p>Parents not receiving the notifications; attendance letters will be mailed USPS</p>	<p>Letters will be mailed on a weekly basis to those students that have accumulated 4, 8, and 10 absences.</p>	<p>General Fund for copy paper and stamps</p>	<p>The action step will be measured by attendance data input in the Wengage student information system. Data will be measured quarterly and annually.</p>
			<p>Acceptance from</p>	<p>Information is handed out at every</p>		<p>The action step will</p>

<p>Educate parents about the importance of daily attendance by providing handouts with cited research.</p>	<p>Principal, Secretary, Teachers</p>	<p>Attendanceworks.org</p>	<p>parents; individual conversations between principal and parent may need to happen to express the importance of attendance.</p>	<p>event where parents are in the elementary building. Research based facts will also be sent out by the district's one-way communication outlet on a monthly basis.</p>	<p>General Fund for copy paper</p>	<p>be measured by attendance data input in the Wengage student information system. Data will be measured quarterly and annually.</p>
<p>Developing an environment of mutual respect and excitement for school.</p>	<p>All school staff</p>	<p>Great Expectations training, student recognition assembly</p>	<p>Staff members that may not understand the importance of mutual respect; individual conversations will be held if this is the case.</p>	<p>Mutual respect and excitement for school should be shown by faculty and staff on a daily basis. Great Expectation practices should be utilized on a daily basis.</p>	<p>General Fund for copy paper Great Expectations scholarship 515 funds</p>	<p>The action step will be measured by attendance data input in the Wengage student information system. Data will be measured quarterly and annually.</p>
<p>Development of a STEAM lab to create excitement among students and provide a fun and educational outlet for students.</p>	<p>Teachers and principal</p>	<p>Accumulation of items from teachers, staff, and parents. Asking for donations from businesses that may have items that can be used in a STEAM lab.</p>	<p>No foreseen barriers apply, we will start out small with this project and build as time goes on</p>	<p>STEAM lab will be set up and ready for student use by Thanksgiving Break and will be built upon as items are donated or purchased.</p>	<p>Elementary Activity Account Donations</p>	<p>The action step will be measured by attendance data input in the Wengage student information system. Data will be measured quarterly and annually.</p>

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 2020 Fiscal Year, discipline referrals for disturbing class/disruption and defiance/disrespect will decrease from 74% to 50% as measured by discipline referrals.

Pillar and Element: E - Organizational Structure & Resources

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>Discipline flow chart created by principal to describe how behavior should be addressed.</p>	<p>Principal</p>	<p>None</p>	<p>No foreseen barriers apply, this document will be used to assist teachers and staff in making office referrals at the appropriate times.</p>	<p>The discipline flow chart should be used on a daily basis</p>	<p>General fund for paper used to make copies</p>	<p>Quarterly by assessing office referalls</p>
<p>Communication requirements to keep parents abreast of any and all student progress and behavior. Teachers are required to keep a communication log verifying that all parents are notified twice monthly with one communication</p>	<p>Teachers</p>	<p>None</p>	<p>Phone Numbers being outdated and parents not returning phone calls; building a relationship with all parents will help to prevent this barrier. If parents know that the school is on their team and trying to contact them for good measure, they will be more apt to</p>	<p>Communication should be on a monthly basis</p>	<p>None</p>	<p>Monthly checks of communication log entries will be completed</p>

being a verbal communication.			updating phone numbers and returning phone calls			
Implementation of Class Dojo for classroom management and parent communication of behavior.	Teachers	None	Parents have to accept the teacher's invitation to create an account for Class Dojo; consistent communication and reminders will help to prompt parents to create an account	Class Dojo accounts were created and implemented within the first 3 weeks of class. Parents were reminded at Parent/Teacher conferences on the 4th week of school	None	Quarterly checks of Class Dojo accounts, random parent interviews and input, student interview and input; review of discipline log
Great Expectations training and instructional coach to assist in implementing the 17 practices and creating a climate of mutual respect.	Principal	Great Expectations staff and prior knowledge of teachers	Teachers must be on-board with the Great Expectations initiative; creating buy-in from teachers and showing teachers the positive outcomes of the Great Expectations Model will help overcome these barriers	a GE instructional coach will come on campus 4 times throughout the school year, new certified staff that did not have GE training were trained this past Summer.	Great Expectations Scholarship515 funds	Quarterly reviews of discipline referrals; teacher input; student input; classroom observations; instructional coach input
Development of a STEAM lab to create excitement among students.	Teachers and Principal	Accumulation of items from teachers, staff, and parents. Asking for donations from businesses that may have items that can be used in a STEAM lab.	No foreseen barriers apply, we will start out small with this project and build as time goes on	STEAM lab will be set up and ready for student use byThanksgiving Break and will be built upon as items are donated or purchased.	Elementary Activity AccountDonations	student input; staff input; quarterly reviews of discipline referrals

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
ELA and Math Standards through Exploring the Frameworks	08/12/2019	SEA	08/12/2019
Great Expectations Methodology	06/11/2019	External Provider	06/13/2019
Reading Plus New Teacher Training	10/1/2019	External Provider	
Intro to Reflex Math	08/14/2019	External Provider	08/14/2019
Reading Rockets Reading 101	11/01/2019	External Provider	
K20 Authentic Teaching, Using Technology in the Classroom (monthly PD)	08/13/2019	External Provider	
Success at the Core: Aligning Curriculum	12/1/2019	LEA	
Lay a Foundation: Engage Families to Address Chronic Absence in the Early Years	2/28/2020	External Provider	