
Application Printout

eGrant Management System

Printed Copy of Application

Applicant: 63-I115 WANETTE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0705 WANETTE HS

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

Cycle: Original Application

Date Generated: 4/27/2020 12:11:31 PM

Generated By: 160966

Nine Essential Elements (9EE) Needs Assessment Prioritization

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<p>Academic Performance - Elements 1,2,3</p>	<p>1.2 District Facilitates and Communicates OAS Curriculum Standards- The district has provided PD for all staff on the OSDE Curriculum Frameworks Toolkit for reading and math. Although ICAP has been implemented, we need to focus on full implementation. Mid-America Technology Center Career Fair presented annually beginning in 2019; job shadowing/internship opportunities provided in curriculum. 2.4 2.2 a. Design of assessment tasks. This element can be implemented during PLC's where teachers can collaborate to design authentic tasks that are aligned with academic expectations, core content, and OAS curriculum standards. 2.4 Identification of curriculum gaps using test scores.3.5 Use of Technology. Our instructional resources are age and developmentally appropriate for all students.</p>	<p>1.1 Curriculum Alignment, 1.3 Overlaps & Gaps, 1.6 Systematic evaluation of Curriculum : We align our current curriculum with OAS and have noted gaps and significant areas that do not meet the OAS to the rigor and depth necessary for students to move towards proficiency. However, we need to continue to create curriculum maps aligned with OAS and vertically align our Pre-K-8 OAS with High School content/OAS.1.1Curriculum alignment & 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS. We do not have a system to evaluate current curriculum and alignment to OAS. . 2.2 a. Design of assessment tasks. 2.4 Identification of curriculum gaps using test scores.3.1 Effective and varied instructional strategies used in all classrooms. We need to use more higher order thinking strategies, project based learning and STEM to engage our students, and diversity in our lesson plans and instruction.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>5.5 Student record system. This element is currently be implemented through the regular and systematic review by parents and students of transcripts and cumulative folders.6.9 Employee evaluation (TLE) and individual professional growth plan (PLF). This element is currently being implemented through assessment procedures instituted by the OK State Department of Education.</p>	<p>4.2 Facilitation of belief that all children can learn at high levels. This element can be implemented by providing staff with in-service/professional development opportunities, i.e., High Order Thinking Strategies and Problem Based Learning, working with Children of Poverty, to address this problem.4.3 Academic and behavioral expectations are high. This element can be implemented using character-building videos, reviewing the student handbook, and collaborative academic and behavioral activities. 4.7 Teachers communicate regularly with parents. This element can be implemented by Teacher phone calls, school events, creating a PTO, Remind app, Facebook and website posts, progress reports, and student ineligible lists submitted to the principal to be mailed to parents, and</p>

		<p>increasing our families' awareness for applying for college and financial aid. 6.4 School improvement goals connect with student learning goals.</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>7.1 Leadership's shared vision is implemented through our school leadership team and communicates our mission and belief statements to all stakeholders. 8.2 Students have access to entire curriculum. This element can be implemented by providing opportunities for students to access college level courses, including concurrent courses at a college or university and advanced placement courses offered in our school's curriculum.9.1 The school's vision, mission, and beliefs. This element is implemented by reviewing and revising, if necessary, our school's mission statement at the earliest opportunity each year reviewing/discussing our beliefs about teaching and learning.</p>	<p>7.3 Administrator's growth plan.7.5 Instructional staff's access to curriculum training.7.2 Leadership's decision process. This element can be implemented by identifying curriculum gaps using test scores and conducting vertical team discussions and data disaggregation (using and inquiry and reflection process) during PLC's to assist teachers and administrators with analyzing and using data to inform programmatic and academic decisions. 8.1 School's use of resources. Although we do have committees (textbook, technology, etc.), take advantage of external resources to encourage high student and staff performance, we still need more resources allocated to encourage high student and staff performance.9.2 and 9.3 These elements can be implemented by using PLC's for collaboration and analyzing data.</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(167 of 1000 maximum characters used)

Wanette will provide a positive learning environment and foster student potential so that all individuals become lifelong learners and responsible productive citizens.

Continuous Improvement Vision Statement (351 of 1000 maximum characters used)

Education at Wanette Public Schools will provide students with broad knowledge base by engaging in a standards-based curriculum with co-curricular opportunities. Graduates will possess sound character and the 21st Century skills in communication, critical thinking, collaboration, and creativity necessary to participate in a culturally diverse world.

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 (102 of 250 maximum characters used)

ACT composite scores will increase by one point from 14.4 to 15.4 as measured by the ACT FY20 results.

Pillar and Element

AP - Curriculum*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (202 of 250 maximum characters used)

For FY20, school culture will have improved in the areas of communication with parents as evidenced by an increase from 2.58 to 3.00 on the results from Marzano's "What Works in Oklahoma" parent survey.

Pillar and Element

LE - School Culture*

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

--	--	--

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.

(7997 of 8000 maximum characters used)

Wanette Leadership Team attended CSI training in April and June (our superintendent attended the CSI training in June at McAlister due to a schedule conflict) where they were guided by the SDE CSI team using a triangulation analysis process. Using this process, our team conducted a Needs Assessment for the 9 EE's (consensus building), we also analyzed our OSTP/ACT data and benchmark data from the 18/19 school year. In addition, all teachers, students, parents, and administrators were asked to complete the OSDE surveys at the end of the year and this perception data was utilized as well. Having analyzed all three data points we determined that our two SMART goals would be; Priority 1 SMART Goal - ACT composite scores will increase by one point from 14.4 to 15.4 as measured by the ACT FY20 results. 1. Developing and incorporating PLC teams to work on curriculum alignment and mapping and use data driven decision-making. 2. Creating Pacing Guides and Curriculum Maps in at least one core content area. 3. Aligning educational resources to Oklahoma Academic Standards (Write to Learn, IXL, Renaissance Learning to support student improvement and assessments, hands-on materials, instructional materials, STEM, copy paper and ink for curriculum maps, textbooks, etc.), ACT learning progressions, etc. 4. Providing teachers with the needed resources to develop curriculum (OSDE resources, Write to Learn software, Renaissance Learning to support student improvement and assessments, hands-on materials, instructional materials, STEM materials, copy paper and ink for curriculum maps, etc.), while also providing them with training opportunities, including Higher Order Thinking skills and Problem Based Learning within units, to build their capacity in curriculum development. 5. Implement vertical team discussions during PLC's focused on curriculum alignment to close gaps and increase student mastery of standards. 6. Utilize a 7-step review process to evaluate and assess the effectiveness of the designed curriculum. 7. ICAP development and implementation with common academic core, as identified by OAS, with our high school students focusing on curriculum and instructional supports and monitoring toward college and/or career readiness. ACT online test prep and coaching program. Priority 2 SMART Goal (revised) - For FY20, school culture will have improved in the areas of communication with parents as evidenced by an increase from 2.58 to 3.00 on the results from Marzano's "What Works in Oklahoma" parent survey. 1. Provide teachers with Great Expectation training promoting high expectations and problem-based learning to improve school culture. 2. Provide training for administration and teachers focused on working with children of poverty to understand how to communicate with parents/students and utilize strategies effectively. 3. Review of the Student Handbook for students and families. 4. Teacher phone calls to parents and keeping parent/teacher logs. 5. Creating events to build communication with parents (Mothers & Muffins, Dad & Donuts, Family Nights (Title I, Family Planning, ELL, Native American supports, FAFSA, etc.) during Parent/Teacher Conferences (sharing progress reports). 6. Creating a Parent Teacher Organization (PTO). 7. Using Remind app, Facebook and website posts for further communication with parents/community. 8. Monitoring student ineligible lists submitted to the principal to be mailed to parents. 9. Communication with our parents about ICAP/FAFSA and college/career readiness and support. We feel that these action steps are needed and will be attainable through PLC Planning Time, Professional Development, the use of an external provider, and our Leadership Team meetings. The sustainability of our goals will be maintained by building teacher and administrator knowledge and capacity in curriculum development and implementation, building a positive school culture focused on better communication with our parents, and building professional learning communities to "work on the work" and monitoring all goals. We want to meet the needs of all of our learners and prepare them for college/career once they graduate. As outlined in our plan we will do that by creating and aligning our curriculum so that our students master state standards and build our school culture focusing on improved communication with our parents. In addition, we are committed to implementing the action steps needed to do so. Evidence Based Interventions: Our leadership team, with the assistance from our external provider, accessed What Works Clearinghouse and Effective Practices Research Briefs and Evidence Rating to select a "Strong Evidence" for implementation and obtaining our two SMART goals. Sustainability will be achieved by building our teachers as leaders to sustain the reform needed. In addition, will be using Collier

Education Consulting, L.L.C. (dba ECS) as our external provider. We have used ECS with our elementary serving a SIG grant and had positive results. Our leadership team used the Edge External Provider Rubric to determine if the provider would meet ESSA criteria, as well as our team/school's. Our leadership team also met with Kim Collier, president of ECS, to discuss Wanette High School's specific needs (both academic and community). Priority SMART Goal 1 - ACT composite scores will increase by one point from 14.4 to 15.4 as measured by the ACT FY20 results. The curriculum mapping process is a proven strategy to help "space learning over time and arrange to review key elements of the course content" (Educators Practice Guide Organizing Instruction and Study to Improve Student Learning, pgs.5-7-Moderate). In addition, research shows that delayed review has a large positive impact on the amount of information remembered much later. Furthermore, assessments using quizzing to promote learning and re-expose students to key content not only reduces the rate at which information is forgotten but has "strong evidence" (WWC Practice Guide Organizing Instruction & Study to Improve Student Learning, pgs.19-22-Strong) of effectiveness. Some additional components of curriculum mapping include assessments and asking deep explanatory questions (pgs.29-31, Strong) and we will use this evidence-based practice to build higher order thinking questioning skills with our high school students. Time will be provided during PLC's to create and map curriculum and conduct vertical team discussions. There is strong evidence of the effectiveness of instructional teams (professional learning communities) positively benefitting student learning and ensuring that units of instruction are standards aligned and frequent assessment of student learning is research supported (Evidence Review and Effective Practices Briefs, pg. 6, strong evidence). In addition, we will use data driven decision-making to ensure students master state standards. Teachers will disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth and determine state standards needed using NWEA MAP benchmarking and formative assessments throughout the year (WWC Practice Guide Using Student Achiev. Data to support Instruc. Decision making,pg 10 , Mild). Data will drive the standards taught, reinforced, and accelerated as needed through the curriculum mapping process. Renaissance Learning has been placed in our Board policy to ensure that all students practice self regulation and accountability in their reading practices to promote independent reading practices. Findings demonstrate that independent reading practice enhances students' reading comprehension, language, vocabulary development, general knowledge, and empathy for others, as well as their self-confidence as readers, motivation to read throughout their lives, and positive attitudes toward reading (International Reading Association, 2014). We have run out of room and will upload the full narrative in Supporting Doc.

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: ACT composite scores will increase by one point from 14.4 to 15.4 as measured by the ACT FY20 results.

Pillar and Element: AP - Curriculum

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 the 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>Developing a PLC strategic plan based on data and teacher needs to incorporate PLC teams to work on curriculum alignment. Leadership team - 4 days of professional development in May and June</p>	<p>Administration and all teachers Leadership Team</p>	<p>External provider, Collier Education Consulting, L.L.C. OSTP DataACT DataSurvey Data9EE'sOklahoma Academic StandardsCurriculum FrameworksDistrict CalendarPLC Schedule</p>	<p>Time to work on curriculum</p>	<p>Scheduled PLC's and PDSeptember, 2019-May, 2020May and June PD</p>	<p>515 for external provider - Collier Education Consulting, L.L.C. 515 - Leadership team for stipends</p>	<p>Leadership team and external provders will provide support as needed when reviewing aligned curriculum; PLC Agendas, Sign-in SheetsLeadership Team Agenda and Sign-in sheets</p>
		<p>External provider, Collier Education Consulting, L.L.C. OAS and ACT</p>				

Aligning educational resources to Oklahoma Academic Standards (OAS) creating pacing guides and curriculum maps in at least one core area so students master state standards.

Administration and all teachers

standardsCurriculum FrameworksOSDE Learning ProgressionsACT Learning ProgressionsBlueprintsNWEA MAP Benchmark AssessmentsWanette district calendar(OSDE resources, Write to Learn software, IXL, Renaissance Learning to support student improvement and assessments, hands-on materials, instructional materials, STEM materials, copy paper and ink for curriculum maps, textbooks, trade books and leveled readers,etc.)

Planning time for teachers to align OAS and ACT

September, 2019-May, 2020 during PLC's, PD days, and plan times when appropriate

515 for the external provider - Collier Education Consulting, L.L.C.515 for materials, instructional materials, STEM materials, copy paper and ink

ACT composite scoresBenchmark data

Provide PD on building higher-order thinking skills, problem based learning and STEM to integrate within the curriculum.

Administration and all teachers

External Provider, Collier Education Consulting, LLCevidence Based Practices focusing on expanded questioning and building rigorK20

Teacher efficacy and building high expectations. Teachers need to change expectations about student learning and use HOT questioning and rigor to increase academic achievement with their learners.

Collier Education Consulting, L.L.C. - November 22, 2019 K20 - March 27, 2020

515 for the external providers - Collier Education Consulting, L.L.C. and K20

ACT composite scoresAdministration, leadership team and external provider will monitor curriculum maps and provide feedback

Implement

vertical team discussions focused on curriculum alignment to close gaps and increase student mastery of the standards.	Administration and all teachers	Administration and all teachers OASACT Learning Progressions Curriculum Frameworks Curriculum Maps	Consistent planning time to conduct vertical team talks during PLC's and/or PD	November 2019-May, 2020	NONE	Vertical team discussion PLC agenda notes by teachers, benchmark results indicating gaps are closing ongoing throughout the year.
Utilize a 7 Step Curriculum Review process to evaluate the effectiveness of curriculum	Administration and all teachers	External provider, Collier Education Consulting, L.L.C.	Being consistent with the review process	May 20, 2020	515 for the external provider - Collier Education Consulting, L.L.C.	The 7 Step Review process will be used to determine effectiveness of the curriculum maps at the end of the year.
ICAP development and implementation with common academic core, as identified by OAS, with our high school students focusing on curriculum and instructional supports and monitoring toward college and/or career readiness and ACT Online test preparation and coaching program.	Counselor Administration Teachers Students	ICAP's Data District records and student ICAP's to track/monitor dual credit courses, grades, early college courses, job shadowing, mentor service learning, co-op programs/Gordon Cooper, etc.) Online ACT Test Prep and Coaching program	Motivating students toward career or college pathways	August, 2019-May, 2020	515 - ACT Online Test Prep and Coaching program	ICAP's will be used to monitor and measure student goals, pathways, etc., throughout the school year. ACT state composite scores will be used to measure the effectiveness of the ACT Online Test Prep and Coaching program.

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: For FY20, school culture will have improved in the areas of communication with parents as evidenced by an increase from 2.58 to 3.00 on the results from Marzano's "What Works in Oklahoma" parent survey.

Pillar and Element: LE - School Culture

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>Provide teachers with Great Expectation training promoting high expectations, and problem based learning to improve school culture fostering a climate of mutual respect while teaching and reinforcing positive skills, self-respect, and responsibility, building social and emotional competency.</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Great Expectation trainers Administration and all teachers</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Great Expectations trainers</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Helping our teachers understand that effective communication with parents is a key component to family engagement and that we can foster a climate of mutual respect and help build self-respect and social emotional competency.</p>	<p><i>What is timeline for each action step?</i></p> <p>June 18-21 July 9-12</p>	<p><i>Identify any relevant funding source.</i></p> <p>515 - teacher stipends</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>We will measure this using the Marzano's What Works in Oklahoma survey results (going from 2.58 to 3.00).</p>

Provide Working with Children of Poverty training to understand how to communicate with parents/families and utilize effective strategies.	Collier Education Consulting, L.L.C. to provide PD on Working with Children of Poverty Administration and all teachers	Collier Education Consulting, L.L.C. Ruby Payne's Working with Children of Poverty book Eric Jensen's PPT	Understanding how to work with children/families of poverty and using effective strategies will assist us in working with our high economically disadvantaged school families and meet the needs of our students.	November 22, 2019	515 for our external provider, Collier Education Consulting, L.L.C.	TLE, observations, and focus walks by the principal weekly lesson plans, and increased results on our benchmarks.
Review the Student Handbook with students and provide for families.	Administration and all teachers	Student Handbook	Ensuring all families receive the Student Handbook	August, 2019 and ongoing through the year for new students/families that enroll in the district	None	Parents sign that they have received the Student Handbook during enrollment or onsite visits
Communicate with parents through phone calls, school events/Muffins with Moms and Donuts with Dads, using Remind app, ELL, Native supports, monitoring student ineligible lists, Facebook and Website posts, etc.	Administration and all teachers	Muffins for Moms and Donuts for Dads meetings Remind app Facebook Website Ineligible lists IT vendor Computer Paramedics- David Odum to update website/Facebook for communication with families and community, and addressing technology issues, etc.	Ensuring that our parents are receiving the communication intended. With the school events we are implementing, this should help communicate more effectively with our parents/families.	Ongoing all through the year 2019-2020	515 - IT vendor Computer Paramedics (David Odum)	Parent/teacher logs, sign-in sheets to monitor how many parents attend the school events, Facebook and/or website responses, parent response to ineligible list, and Marzano survey results
Creating a Parent/Teacher Organization	Administration and all teachers Parents	Board Approval Members for a PTO	Commitment and sustainability	August, 2019-May, 2020	None	Agendas, Sign-in sheets, surveys
ICAP						

communication with our parents about FAFSA support for students and parents during parent teacher conferences and family nights to increase families' financial awareness and help students apply for financial aid and assist their child with college/career readiness.

Administration Counselor All
Teachers Parents Students

ICAP State Data FAFSA
Forms Financial Aid
information

Encouraging families of parents that did not attend college to encourage their child to do so. These support structures we are implementing should eliminate those barriers.

Fall and spring
(February 13,
2020) family
nights

None

The counselor and teachers will monitor pathway learning steps indicated in all ICAPS. Sign-in sheets will be collected to determine parents attendance during Family Nights and Parent/Teacher conferences.

Action Steps

There are only 2 Smart Goals, this tab is not required.

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
Great Expectations summer institutes June/July 2019 and June 2020	6/18/2019	External Provider	
NWEA MAP Overview Training - Data to identify standards needed for student mastery - Curriculum	8/06/2019	External Provider	8/06/2019
BOY data dig & TLE Model & Lesson Planning - Curriculum	9/20/2019	External Provider	9/20/2019
Onsite 1 to 1 coaching/training NWEA Map-Identify OAS needed for each student - Curriculum	9/11/2019	External Provider	
Curriculum Mapping -Building Curriculum Units Using Higher Order Thinking and Problem Based Learning	11/22/2019	External Provider	11/22/2019
MOY NWEA MAP data to identify OAS needed for each student - Curriculum	12/18/2019	External Provider	
MOY Data Analysis & Inquiry to support Curriculum with teaching and learning	1/27/2020	External Provider	
EOY Data Dig Analysis & Inquiry to support Curriculum (ECS) & STEM (K20)	3/27/2020	External Provider	
Curriculum Alignment & Mapping - Updating curriculum maps aligned with data	4/27/2020	External Provider	
Curriculum Evaluation for Effectiveness- 7 Step Review Process	5/20/2020	External Provider	