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Applicant: 60-I067 CUSHING

Application: 2019-2020 Continuous Improvement Plan - A0 - 0140 CUSHING LOWER  
ELEMENTARY

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

Cycle: Amendment 3

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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><b>Academic Performance - Elements 1,2,3</b></p>	<p>The strengths identified through the three data sources are linked to Essential Element 1 - Curriculum. The District has provided extensive professional development and resources to help ensure that teachers are prepared to teach and fully understand the OAS standards in their respective content areas. The District uses multiple data points to review and analyze curriculum implementation and curriculum decisions. Our adopted curriculum is new and either fully addresses or is supplemented to address the OAS making clear connections between learning and "real life" including points of interest for students as well as college and career (1.5 d, 1.7 a, b).</p>	<p>Work needs to be done around ensuring that all teachers are assessing what they intend to assess and that those assessment align to the OAS. We need to ensure that assessments are assessing the appropriate skills. It would be exciting to have students more involved in the development of their learning. They are old enough to set goals and strive to achieve them. We have all of the tools and data in place for teachers to identify curriculum gaps using test scores, however, not all teachers adequately use and/or implement this information (2.4). We are using Standards Based Grading and we will continue to develop and refine rubrics for scoring and evaluating student performance based on the OAS (2.6). We could also improve by introducing teachers to specific protocols for analyzing student work (2.8).</p>
<p><b>Learning Environment - Elements 4,5,6</b></p>	<p>The strengths identified through the three data sources are linked to Essential Element 6 - Professional Growth, Development, and Evaluation. Long-term professional growth needs are addressed as a part of the District's professional learning plan. Professional learning opportunities are made available to teachers during the school year and summer months and are planned at both the District and building levels. We use collected data and needs assessment surveys to build our professional development program to both meet the needs of our teachers and the goals of the District.</p>	<p>There is a struggle with teacher perception of "age appropriate instruction" and the rigorous demands of the OAS. We will continue to work with teachers to increase their academic expectations of all students. We must provide our teachers with training to help them understand the changes in curriculum. It is imperative that we are covering completely the OAS and not leaving some out because they will be challenging for our students. Our teachers must believe that our students can learn and achieve at high levels.</p>

**Collaborative Leadership -  
Elements 7,8,9**

The strengths identified through the three data sources are linked to Essential Element 7 - Leadership. CLE's principal is a very competent instructional leader who provides organizational structure and direction. She is able to collaborate with her teachers, parents, and other administration within the District. School policies that allow for the orderly operation of school are in place, they are updated as needed and they reflect the needs of the students and other stakeholders within the school.

Although NWEA data is available three times per year, teachers are not putting this data into practice to make instructional decisions. It is vitally important at this early stage in a child's education that we keep close watch on student performance. All staff have access to ongoing training in the OAS. As we have started the standards based grading process, our focus on the OAS has increased and additional work needs to be done to ensure that teachers understand their standards and how to properly apply them as learning targets.

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(490 of 1000 maximum characters used)

Cushing Lower Elementary provides a safe and nurturing environment where mutual respect among adults and students is practiced, diversity is celebrated, and parents and families are seen as valued partners in laying the foundation of life-long learning. Our school implements a rigorous curriculum with high academic expectations and cultivates the character development of each student. We strive to prepare our students to be successful learners and responsible citizens in today's world.

Continuous Improvement Vision Statement (49 of 1000 maximum characters used)

Igniting minds for a wondrous learning adventure.

## 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\*

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**FY20 Priority 1:** SMART Goal (198 of 250 maximum characters used)

Percentage of students meeting or exceeding their growth goals in English Language Arts in Kindergarten and first grade will increase by twenty percent (20%) or more by the Spring 2020 testing date.

Pillar and Element

AP - Instruction\*

Target Date

5/15/2020

**FY20 Priority 2:** SMART Goal (118 of 250 maximum characters used)

Percentage of chronically absent K-1 students will decrease by at least 10% (20% or less) for the 2019-20 school year.

Pillar and Element

LE - School Culture\*

Target Date

5/15/2020

**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.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	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.
<b>Evidence Based Interventions (EBI)</b>	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.
<b>Progress Monitoring</b>	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.
<b>District Involvement</b>	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).
<b>Professional Learning Communities (PLC)</b>	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		

<b>Professional Development</b>	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.
<b>Rigorous Review Process</b> <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.
<b>Operational Flexibility</b> <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.

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## Plan Narrative

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**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.

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(7926 of 8000 maximum characters used)

Overview of Continuous Improvement Plan  
The Oklahoma Nine Essential Elements 9 EE Needs Assessment findings were used by the leadership team in conjunction with current and past NWEA Measure of Academic Progress (MAP) assessment data and current and past student attendance data. Electronic surveys were distributed to teachers, administrators, and parents/families to collect perception data about the site/district. Students were not surveyed as Cushing Lower Elementary serves only Kindergarten and first grade students. Data triangulation were used to identify and create the site's two SMART goals: 1. Percentage of students meeting or exceeding their growth goals in English Language Arts in Kindergarten and first grade will increase by twenty percent (20%) or more by the Spring 2020 testing date. 2. Percentage of chronically absent K-1 students will decrease by at least 10% (20% or less) for the 2019-20 school year. The overall data findings reveal that student growth is the lowest in the area of English Language Arts/Reading. Most students are not making the typical or normed achievement that should be seen during the Kindergarten and first grade years. In Kindergarten 71 of 149 tested students scored in the low to low average range while in first grade 58 of 134 tested students scored in the low to low average range. The data show that a large percentage of our students are not meeting national norms for comparable students during the course of a school year. This pattern of less than a typical year of growth, leads to questions regarding the effectiveness of instructional practices taking place in the classrooms at Cushing Lower Elementary. Inadequate foundational reading and literacy skills can have serious implications on students' future learning. Thus, the NWEA growth SMART goal is the site/district's first priority. The proposed action plan for the NWEA growth SMART goal includes: Aligning all instructional resources to the Oklahoma Academic Standards; Providing professional development to improve the appropriate use of Oklahoma Academic Standards as a part of planning, teaching, and evaluating lessons; Providing professional development for improving instructional practice and increasing instructional rigor and teacher expectations in the classroom especially as it relates to age appropriate instruction; Developing a professional development/strategic plan based on teachers' needs; Providing novice teachers, the opportunity to participate in an induction experience and ongoing instructional coaching throughout the school year; Improving the use of student data by providing teachers additional support and instruction on how to understand the data they have and use it to inform instruction. The second SMART goal focuses on Chronic Absenteeism. The target group is Kindergarten and first grade. Research tells us that chronic absenteeism has an impact on student achievement and particularly on reading achievement in young students. It is therefore, imperative that we work to improve student attendance and educate our community about the harmful effects of absenteeism. As attendance issues are not an issue that can be solved by the school alone, the action plan should involve other agencies within the community that can lend support to the school to help increase attendance rates among our youngest students. The proposed action plan for SMART goal two proposes the following: Cushing Public Schools Board of Education Policy will be updated to reflect a 10% maximum on absences; Cushing Public Schools and the City of Cushing Partner to form a Municipal Truancy Court; Training site secretaries and other school staff who take attendance on the proper use of attendance codes; Use of resources to educate our stakeholders regarding the effects of chronic absenteeism and to develop programs and supports to encourage improved attendance. Cushing Public School's Board of Education updated policies FDC and FDC-1 and removed policies FDC-R and FDD at their regular meeting on August 8, 2019. Policy FDC-1 has since been updated again (10/10/19) to better support our secondary schools in implementing the policy. The new policy FDC and FDC-1 limits student absences to ten percent of the total number of school days on the school calendar. It replaces the old FDC and FDC-1 policies which allowed students to have 20 absences per school year which allowed students to be chronically absent without violating our District attendance policy. As we receive very little support from the Payne County District Attorney in prosecuting truant students, a local court that is more familiar with our students would be beneficial in helping to curb unnecessary absenteeism. The Cushing City Council, Cushing City Manager, Cushing City Attorney, Cushing City Judge, and the Cushing Police Department have all



agreed to partner together to stand as a final step to deter students and their families from truancy. The judge and City attorney work tirelessly to counsel and help find solutions for families who are struggling to get their children to school, however, constant abuse can result in fines for parents. The city court is also able to refer students and parents to resources through Payne County Youth Services to try to help both parents and students deal with home and family issues that may be affecting their ability to get to school. District and building administrators have also clarified Attendance procedures for all staff to ensure that all students are being counted absent properly and recorded equitably across the District. Each school site has access to a series of letters warning students and parents about their attendance that are sent at a set interval throughout the semester to be sure that parents are aware of their child's attendance record. Schools notify parents in writing of attendance concerns frequently. Additionally, leadership team members have attended meetings to help clarify the calculation of the Chronic Absenteeism indicator on the A-F report card to ensure that the District's reporting procedures are in line with the OSDE's expectations. The District has become more active in educating the public regarding the negative effects of absenteeism through locally published print media such as Red Dirt Media's Hub Extra which featured an article by Dr. Melissa Amon on the effects of chronic absenteeism and student achievement in their September issue. We participated in Attendance Awareness month during September with Attendance Works using our website and social media sites to help spread awareness regarding the negative effects of chronic absenteeism. Additionally, we have designed attendance letters specifically to address holiday breaks. We currently have letters ready for both the Thanksgiving and Winter breaks encouraging parents to be sure to minimize absences both before and after the breaks. The District is also looking to celebrate an Attendance Matters week this school year - similar to Red Ribbon Week - where we have theme days and slogans to help promote the idea of good attendance. Evidence Based Interventions District leaders and the leadership team accessed the Center on Innovations in Learning Effective Practices Research Briefs and Evidence Ratings to select "Strong Evidence" interventions for effective instructional practice. Engaging instructional teams in developing standards-aligned units of instruction, engaging instructional teams in assessing and monitoring student mastery, and assessing student learning frequently all satisfied the EESA criteria for "Strong Evidence" and will meet the identified need of improving instructional practice. Sustainability will be achieved by growing teachers and leaders as instructional leaders and providing the solid pedagogical foundation they will need to continue this work. Full plan narrative is uploaded as a supporting document.

**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:** Percentage of students meeting or exceeding their growth goals in English Language Arts in Kindergarten and first grade will increase by twenty percent (20%) or more by the Spring 2020 testing date.

**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>Align all instructional resources/curriculum with Oklahoma Academic Standards (OAS) in kindergarten and first grade. 9EE 1.1.1; 1.1.c, 3.2.a</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Leadership Team with all classroom teachers</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>curriculum maps/alignment documents; TLI support to assist district/building leaders in conducting PD addressing alignment of standards &amp; instruction/assessment; individual coaching for novice teachers in building skills in aligning standards to instruction/assessment; leadership team attending regional (OSAC/OPSRC), state, &amp; national conferences to learn new techniques</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: False assumption that all curriculum, especially supplemental curriculum, are aligned to the OAS. Solution: Curriculum analysis of adopted curriculum to show alignment and areas that need additional support; use of only approved supplemental curriculums.</p>	<p><i>What is timeline for each action step?</i></p> <p>April 1, 2019 through December 20, 2019</p>	<p><i>Identify any relevant funding source.</i></p> <p>Proj 515General fund</p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p> <p>Two-week check points; weekly coaching reports; PD surveys; Quarterly TLI reports on novice teacher coaching; discussion outcomes from book study meetings and discussions</p>

<p>Survey teachers on PD needs for teaching and evaluating OAS aligned lessons including breaking down standards, creating lesson targets, creating evaluation rubrics; creating effective evaluations, providing feedback 9EE 2.1.a, 2.1.c, 2.1.d, 2.3.b, 2.3.a, 2.5.c</p>	<p>Leadership Team</p>	<p>Paper survey; team will tally and analyze results</p>	<p>None</p>	<p>July 23, 2019 planning meeting; results will be available for August 20, 2019 meeting.</p>	<p>General fund</p>	<p>Number of teachers responding to survey; survey findings will be discussed August 12, 2019</p>
<p>Survey teachers on PD for improving instructional practice and increasing rigor in the classroom. 9EE 3.1.b, 3.1.c, 3.1.d, 3.1.f, 3.1.j</p>	<p>Leadership Team</p>	<p>Paper survey; team will tally and analyze results</p>	<p>None</p>	<p>August 6, 2019 planning meeting; results will be available for September 3, 2019 meeting.</p>	<p>General fund</p>	<p>Number of teachers responding to survey; survey findings will be discussed September 3, 2019.</p>
<p>Provide PD for appropriate use of Oklahoma Academic Standards as a part of planning, teaching, and evaluating lessons. Provide PD for improving instruction practice and increasing rigor in the classroom</p>	<p>Leadership Team; External Consultants</p>	<p>Time to conduct PD sessions; Support of TLI staff to create and present relevant PD sessions. Individual coaching by TLI staff for novice teachers to develop skills in planning, teaching, &amp; evaluating lessons. Attendance at OPSRC/OSAC PD to address related topics. Relevant book studies</p>	<p>Barriers: Finding time to add in additional professional development time. Solution: Stagger professional development times so that half of the staff can attend</p>	<p>August 12, 2019 through June 30, 2020</p>	<p>Proj 515</p>	<p>Student performance data, lesson plans, SBG cards, classroom observations, teacher reflection and PD exit ticket feedback; coaching reports; PD surveys; quarterly</p>

<p>especially as it relates to age appropriate instruction. 9EE 2.1.a, 2.1.c, 2.1.d, 2.3.b, 2.3.a, 2.5.c, 3.1.b, 3.1.c, 3.1.d, 3.1.f, 3.1.j, 4.3.a</p>		<p>designed to help fill in PD gaps as needed. Leadership team attending regional, state, and national conferences to learn new ways of improving instructional practice &amp; increasing instructional rigor.</p>	<p>then switch to accommodate the other half. Also the possibility of offering summer sessions.</p>			<p>reports on novice teachers by TLI; discussion outcomes from book study meetings and discussions</p>
<p>Provide novice teachers an induction program and on-going instructional coaching to support and improve their instructional practices. 9EE 3.1.j, 3.4.a, 3.4.c, 6.5.b</p>	<p>Leadership Team; External Consultants</p>	<p>Time for novice teachers to attend summer institute (2 weeks) and to receive intensive coaching weekly through out the school year; leadership team attending regional, state, and national conferences to learn additional strategies for supporting and growing novice teachers in the instructional practices.</p>	<p>Barrier: It is challenging for new teachers to give up their planning time for coaching weekly. Solution: Mentor teachers and administration will help provide support to make up for that lost time.</p>	<p>July 15, 2019 through May 15, 2020</p>	<p>Proj 515 General Fund</p>	<p>Time for novice teachers to attend summer institute (2 weeks) and to receive intensive coaching weekly through out the school year; leadership team attending regional, state, and national conferences to learn additional strategies.</p>
<p>Improve the use of student data by providing teachers additional support and instruction on how to understand the data they have and use it to inform instruction. 9EE 2.4.a, 6.6.a, 6.6.c</p>	<p>Leadership Team; External Consultants</p>	<p>Access to NWEA classes and consultants to help teachers better understand and utilize their data; OPSRC support with NWEA training and guidance for improved use of data; leadership team attendance at regional, state, and national conferences to better understand the effective use and integration of data.</p>	<p>Barriers: False assumption that data isn't useful in driving instruction and/or is too time consuming to use. Solution: Provide examples and exemplars of successful data use and how it saves teachers time by streamlining their process.</p>	<p>August 15, 2019 through May 15, 2020</p>	<p>Proj 515 General fund</p>	<p>Student performance data; NWEA course enrollment; PD exit ticket feedback; classroom observation</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 2 SMART Goal:** Percentage of chronically absent K-1 students will decrease by at least 10% (20% or less) for the 2019-20 school year.

**Pillar and Element:** LE - School Culture

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 &amp; when? Include data sources for tracking.</i>
Cushing Public Schools Board of Education Policy will be updated to reflect a 10% maximum on absences. 9EE 7.9.b, 7.9.f	Leadership Team, Superintendent, Board of Education	New policy FDC-R1 to replace old policy that was adopted on 06/10/13. Policies FDC and FDC-R1 were adopted on 08/08/19.	None	June 1, 2019 through July 8, 2019	None	Attendance tracking and reporting using our student information system.
Cushing Public Schools and the City of Cushing Partner to form a Municipal Truancy Court. 9EE 5.4.h, 5.3.b 5.3.d	Leadership Team, Superintendent, City Attorney, City Judge, City Manager	Approval by the Cushing City Council and a Memorandum of Understanding between the City and Cushing Public Schools	None	January 2018 through May 2020	None	Attendance tracking and reporting using our student information system and records of students referred through the attendance court.

<p>Training site secretaries and other school staff who take attendance on the use of attendance codes. 9EE 5.5.a, 5.5.b</p>	<p>Leadership Team</p>	<p>Data from student information provider to provide secretaries with minute calculations for attendance codes; attending professional development on chronic absenteeism and/or on calculating chronic absenteeism as it relates to the A-F report card.</p>	<p>Barriers: False assumptions from prior practice as to when students should be counted absent, tardy, or partial absence. Solution: Explicit training with exact times for cut off for each attendance code.</p>	<p>March 4, 2019 through May 17, 2019</p>	<p>None</p>	<p>Progress monitoring of attendance records by administration to ensure accuracy and correctness; improved performance as indicated by OSDE data including the chronic absenteeism calculation on the A-F report card</p>
<p>District-wide use of attendance letters to notify parents regarding student chronic absenteeism. 9EE 4.3b, 4.7e, 4.7.c</p>	<p>Leadership Team</p>	<p>District created letters for chronic absenteeism and/or violation of compulsory attendance law are available for all administrators on a shared Google drive.</p>	<p>None</p>	<p>August 2018 through May 2020</p>	<p>None</p>	<p>Progress monitoring of attendance records; monitoring of chronic absenteeism notifications</p>
<p>Use of resources to educate our stakeholders regarding the effects of chronic absenteeism. 9EE 5.1.b</p>	<p>Leadership Team</p>	<p>Access to websites such as Attendance Works; Book study for district and building administrators or building leadership teams on ways to improve overall student attendance. Resources to help encourage improved student attendance. Attendance at regional, state, and national conferences to help the leadership team</p>	<p>Barriers: Stakeholders who do not understand the importance of good attendance. Solution: Continue to put out quality information in hopes that it will become wide spread knowledge.</p>	<p>August 15, 2019 through May 15, 2020</p>	<p>Project 515</p>	<p>Attendance Tracking using our student information system; tracking interactions with post on our social media sites; changed policy or practice as a result of information learned from book study and/or conference attendance.</p>

learn new ways to  
improve overall  
attendance.

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**Action Steps**

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

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## Professional Development

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**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.*

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Professional Development Name	Tentative Date	Provider	Date Completed
Oklahoma Teaching and Learning Initiative Summer Institute (TLI)	07/15/2019	External Provider	08/09/2019
Oklahoma Teaching and Learning Initiative Instructional Coaching Session (Weekly - TLI)	08/19/2019	External Provider	05/20/2019
Utilizing Oklahoma Academic Standards to create Learning Targets and Assessments	08/30/2019	LEA	08/30/2019
Using Exemplars and Aggressive Monitoring (TLI)	11/01/2019	External Provider	11/01/2019
Number Crunches: Calculating Your Score on the Oklahoma A-F report Card (CCOSA)	10/23/2019	External Provider	10/23/2019
Overview of the OAS-ELA (Dr. Laura Searcy)	01/20/2020	External Provider	01/20/2020
Close Reading Strategies for Early Childhood Educators (TLI)	01/20/2020	External Provider	01/20/2020
ASCD Empower 2020 - all areas of improvement data, instructional effectiveness, standards	03/13/2020	External Provider	
Systemic School Improvement (OSAC)	01/28/2020	External Provider	01/29/2020
Evidenced-BasED Practices in ELA (Dr. Laura Searcy)	01/20/2020	External Provider	01/20/2020