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Applicant: 61-I001 HARTSHORNE

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

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

Cycle: Original Application

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## Nine Essential Elements (9EE) Needs Assessment Prioritization

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<b>Academic Performance - Elements 1,2,3</b>	The strengths identified through the three data sources are linked to Essential Element 3-Instruction- 3.1a: school has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied instructional practices in the classroom. 3.4c: all teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices. 3.6b: instructional resources are sufficient in all content areas to support the school's implemented curriculum.	Challenges: OAS Curriculum alignment; Vertical/horizontal alignment; Gaps/overlaps process; Use of technology. Focus 1-Curriculum Alignment: 1.1b,d; 1.3a-Math Curriculum OAS aligned. Focus 2-Curriculum Alignment: 1.1b, d; 1.3a-ELA Curriculum OAS aligned. Focus 3- Identification of curriculum gaps: 2.4d-monitor the implementation of curricular, instructional, and assessment modification. Focus 4-Use of Technology: 3.5a,b,c-Make technology readily available and regularly use it as an integral part of instruction in all content areas.
<b>Learning Environment - Elements 4,5,6</b>	The strengths identified through the three data resources are linked to Essential Element 4-School Culture- 4.1: Safe, orderly and equitable learning environment. 4.2a, e: School leadership demonstrates a commitment to high academic expectations for all students and leadership includes support for learning during extracurricular and co-curricular activities. 4.6a: Students have equitable access to all classes regardless of cultural background. 4.7b: Student progress reports are sent home regularly (weekly) and include specific, written explanations of student performance.	Challenges: Student, Family, and Community Support; Communication Process. Focus 1-Communication: 4.7c- Teachers regularly contact families to discuss student progress. Focus 2-Family and community involvement: 5.1b,i-Families and community are involved in significant ways to removes barriers to learning; Interactive communication among home, school, and community. Focus 3-Reduction of barriers to learning-5.3d-collaborate with community agencies in planning and implementing specific actions to reduce barriers to student learning.
<b>Collaborative Leadership - Elements 7,8,9</b>	The strengths identified through the three data sources are linked to Essential Element 7- Leadership-7.6b: school leadership establishes policy and implements procedures to minimize disruptions of instructional time. 7.8a-school leadership maintains a supportive, safe, healthy, orderly, and equitable learning and working environment for both students and staff. Element 9- Comprehensive and Effective Planning-9.16-Commitment to continuous improvement-9.16b: leadership team regularly provides school	Challenges: Vision, Mission, and Beliefs; Action steps in school improvement plan; Improvement plan implementation. Focus 1-Vision, Mission, and Beliefs-9.1c- Develop and comment to vision, mission, goals, and beliefs. Focus 2-Action steps in school improvement plan-9.9b-Align all goals, objectives, and activities of the school improvement plan. Focus 3-9.13a-provide ongoing direction, support, and resources for effective implementation of the comprehensive school improvement

||improvement reports to the staff and stakeholders.

||plan.

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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(320 of 1000 maximum characters used)

Hartshorne Elementary, in partnership with our parents, families, and community, will EMPOWER, ENCOURAGE, and EDUCATE our students to become PRODUCTIVE, INFORMED, and INVOLVED citizens. The staff at Hartshorne Elementary will provide a quality education focused on developing students' CURIOSITY and LIFE-LONG LEARNING.

Continuous Improvement Vision Statement (37 of 1000 maximum characters used)

Desire to discover and live to learn.

## 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 (110 of 250 maximum characters used)

The percentage of chronically absent students will decrease from 16% to 10%, or lower, as measured by WENGAGE.

Pillar and Element

LE - Student, Family & Community Support

Target Date

5/15/2020

**FY20 Priority 2:** SMART Goal (124 of 250 maximum characters used)

The percentage of students scoring proficient or above on Math OSTP will increase by 7% as measured by the OSTP test scores.

Pillar and Element

AP - Curriculum\*

Target Date

5/15/2020

**FY20 Priority 3 (Competitive):** SMART Goal (123 of 250 maximum characters used)

The percentage of students scoring proficient or above on ELA OSTP will increase by 5% as measured by the OSTP test scores.

Pillar and Element

AP - Curriculum\*

Target Date

5/15/2020



**Plan Narrative Rubric**

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

<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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(7994 of 8000 maximum characters used)

Overall-Leadership team reviewed several components including the 9 Essential Elements Needs Assessment, OSTP student data, and benchmark tests to identify our areas of focus. Electronic surveys were completed by teachers, students, and parents to collect data about site. The data was used to identify our three SMART Goals. 1. Percentage of chronically absent students will decrease from 16% to 10% or less. 2. Percentage of students scoring proficient or above on Math OSTP will increase by 7%. 3. Percentage of students scoring proficient or above on the ELA OSTP will increase by 5%. Data shows that we have a problem with absenteeism in PK-5th grade. This is a direct correlation to our students having poor math and reading skills thus the attendance goal is our first priority. The action plan to decrease chronic absenteeism should also assist with improving math and reading skills/scores. Action plan for the attendance SMART Goal-implement a district attendance policy, creating an attendance committee, frequent monitoring of student attendance with communication with parents as needed, establishing and following district policy procedures, and working with city attorney and Pittsburg County District Attorney. Administration and teachers will communicate attendance expectations and policy at every opportunity through a variety of modes from PK-12th grades. Short term reward for good attendance. Overall data reveals that all students lack basic mathematical skills. PK-1st grades show deficiencies associated with basic mathematical awareness. Inadequate computational skills hinder students' mathematical success in grades 2-5. Action plan for the Math SMART Goal-align all instructional resources to OAS, obtaining new/additional curriculum/software (online HMH assessments, manipulative), professional development for teachers, providing individually focused remediation through Exact Path 5 days/week for grades 2-5, chromebooks in every classroom 1st-5th grades, purchasing additional computer software (IXL, Study Island, Math Seeds), district and site curriculum days for vertical and horizontal alignment, implementation of district grading scale, curriculum teams for PK-12th grades, quarterly monitoring of progress through Star Math, departmentalizing grades 2-5 to allow teachers to focus on one subject area. PD for our specific needs: trauma based, reading/phonics, math. Math assessments include large amounts of word problems resulting in low scores due to the struggles listed above and inadequate reading skills. Which led us to our third SMART Goal-Literacy. PK-1st grades lack basic phonemic awareness and skills. Lack of foundational skills cause low level reading skills and comprehension skills in grades 2-5. Action plan for the Literacy SMART Goal-align curriculum to OAS, district/site curriculum days for vertical and horizontal alignment, curriculum teams or PK-5th grades, quarterly monitoring through Star Reading/Early Literacy, new/additional curriculum/software (Voyager, IXL, Exact Path, Reading Eggs), remediation period each day, professional development, district grading scale, departmentalizing grades 2-5 allowing a teacher for Reading, English, and Writing classes (90 uninterrupted instructional minutes in the morning and an additional 45 minutes in the afternoon). Evidence-Based Interventions (EBI) - District leaders and the leadership team accessed Evidence for ESSA, What Works Clearinghouse, and Center on Innovations in Learning Effective Practices to select "strong" and "moderate" evidence for our action plans. Effective Practice: Establish a team structure with specific duties and time for instructional planning. The leadership team shares in decisions of real substances pertaining to curriculum, instruction, and professional development-Moderate Strength. Teachers are organized into grade level, grade level cluster, or subject area instructional teams. Instructional teams meet monthly to review implementation of effective practices and student progress-Moderate Strength. Instructional teams use student learning data to identify students in need of instructional support or placement-Moderate Strength. Assess student learning quarterly through Star Math, Star Reading/Early Literacy-Strong Strength. Teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results-Strong Strength. Computer based instruction-chrome books in every classroom-Moderate/Strong Strength. Use appropriate technological tools and programs to enhance student learning-Moderate Strength. Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, or path-Moderate Strength. Promote a growth mindset, stretch students'



interest, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning-Strong Strength. The school promotes motivational competency in school rituals and routines, such as hallway and classroom wall displays, and student competitions-Strong Strength. All teachers differentiate assignments to provide the right balance of challenge and attainability for each student-Strong Strength. The school selects, implements, and evaluates evidence-based programs that enhance social/emotional competency-Strong Strength. Improve the school within a framework of district support-Strong-Strong. Provide two way school-home communication linked to learning-Strong Strength. Maintain sound classroom management-Moderate/Strong Strength. Progress Monitoring- All students will be assessed, progress monitored and interim assessed quarterly with Star Math, Star Reading/Early Literacy. Will also be monitored through teacher-generated assessments and through Exact Path Reading and Math score reports weekly. Parents will receive progress reports weekly (Thursday folders). Leadership team will meet bi-weekly to check for implementation or problems within the required action steps for all three SMART Goals. Principal will conduct weekly checks to ensure implementation/completion of action steps. District Involvement- District has changed the elementary schedule to support 90 minutes of uninterrupted instructional time for ELA in the mornings and an additional 45 minutes in the afternoons. Has also added a 45 minute period of remediation each day using Exact Path (2 days Math, 2 days Reading, 1 day Language). After school tutoring is available through a certified teacher for Math and Reading two days/week. Established an attendance committee to address and monitor chronic absenteeism. Providing release time for professional development as needed. Professional Learning Communities- for 2019-2020, PLC will be responsible for analyzing student data, identify needs, discuss/monitor student progress through remediation/intervention programs, identify needed adjustments in instruction/assessment practices to better meet needs, and check alignment/teaching of instruction/objectives to OAS. Review of these things is crucial in order to ensure progress and growth. PLC will meet once a week for an hour. Rigorous Review Process- Leadership team will keep records of all data collected through our action plan steps. Will also collect data/notes from teachers/students regarding instructional practices, software programs, etc. All data and information will be reviewed and assessed for effectiveness before any decisions/plans are made for the next school year. Operational Flexibility- District is committed to assisting and supporting the Hartshorne Elementary plan. Revised the school calendar to include curriculum days (one per month), implemented district attendance policy, implemented district grading policy, and revised elementary school schedule to include an hour of remediation for math and reading daily for grades 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:** The percentage of chronically absent students will decrease from 16% to 10%, or lower, as measured by WENGAGE.

**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 &amp; when? Include data sources for tracking.</i></p>
<p>Implement district attendance policy and follow procedures as necessary. 9EE4.4b; 4.7a; 5.5a</p>	<p>District administration and attendance committee.</p>	<p>Site's student attendance reports; teacher attendance records/reports</p>	<p>Barrier: community/family culture and lack of awareness in relation to attendance and education. Solution: Parents will sign for a copy of attendance policy at enrollment.</p>	<p>August 12, 2019-Ongoing</p>	<p>General funds</p>	<p>Attendance data will be analyzed weekly to determine cause and possible intervention. Attendance will be an ongoing agenda item for leadership team and PLCs.</p>
<p>Create a district attendance committee that will meet monthly to discuss attendance data and any possible concerns. 9EE4.3d; 5.5a</p>	<p>District administration, teachers, committee members</p>	<p>Site's student attendance reports; teacher's student attendance records/reports.</p>	<p>Barrier: small staff Solution: possibly change out committee members at the end of the first semester.</p>	<p>August 12, 2019-ongoing</p>	<p>Proj 515</p>	<p>Data will be reviewed and analyzed monthly. Will be an ongoing agenda item for attendance committee meetings, leadership meetings, and PLCs.</p>
		<p>Parent/Teacher</p>				

Short-term reward/celebration for good attendance 9EE4:8h; 4:10a,e,h	Teachers, counselor, principal	Association along with the elementary school will pull resources to have a short-term reward/celebration for good attendance	Barriers: Illness, activities, general absenteeism.Solutions: reward students' good attendance.	August 12, 2019- Analyze quarterly (Oct. 11, 2019) (Dec. 18, 2019) (Feb. 28, 2020) (May 15, 2020)	Elementary Fund & Parent/Teacher Association Fund	Measured quarterly by teacher attendance records and WENGAGE.
Communicate attendance expectations with parents and students at every opportunity. 9EE 4.7a-h; 4.9a, b; 5.1a;	Leadership team, principal, teachers, support staff.	Handouts of district attendance policy. Parents will sign for a copy of the policy at enrollment. Additional information and reminders will be sent home with students in weekly folders.	Barriers: Reaching all parents/families.Solution: provide a copy in students' weekly folders, non-traditional events.	August 12, 2019- ongoing to end of school year (weekly in students' folders).	General funds	Document all communication modes; keep data on improvement of attendance with better communication with parents.

## 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:**

The percentage of students scoring proficient or above on Math OSTP will increase by 7% as measured by the OSTP test scores.

**Pillar and Element:**

AP - Curriculum

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>
Align instructional resources/curriculum with OAS in Pre-k through 5th grade. 9EE 1.1a-h	Leadership Team, classroom teachers, teacher assistants, principal	OAS Booklets, OSDE website	Barrier: Curriculum that is not aligned to OAS-M standards Solution: Alignment check, scheduled curriculum days to discuss/align to OAS-M standards	May 2019 through July 2020	Proj 515 & General Fund	Schedule includes monthly curriculum days and principal will have a checklist every two weeks.
Obtaining new/additional curriculum/software for Pre-K through 5th grade. 9EE 3.6a-d; 3.5a-f	Administration along with leadership team and teachers	HMH Math manipulative, IXL Software, Study Island Software, Math Seeds	Barrier: Funding for additional programs/curriculum Solution: Evaluate current programs and curriculum with teachers and use grant funding to enhance math performance.	August 2019-ongoing	Proj 515 & General Fund	Monthly usage and student performance reports. Survey of teacher input will be discussed at monthly curriculum meetings
Survey teachers on PD needs for math instruction and intervention. 9EE6.2a, b; 6.3a, b; 6.4a	Leadership team, principal, math teachers	Paper surveys, email surveys and analyze results	Barrier: Teacher time off for PDSolution: provide release time for PD and have assistants cover classes as necessary. Pay teachers for attending PD during breaks/during non-	August 2019-ongoing. Survey results/teacher PD needs will be available at next monthly meeting	General Fund	Data from teacher surveys. Data will be reviewed and discussed at next monthly meeting

<p>Implement remediation period for math in the daily schedule for 2nd-5th grade students. 9EE 1.6d; 1.7a; 2.4b</p>	<p>Leadership team, math teachers, classroom teachers</p>	<p>Exact Path-Math &amp; chromebooks</p>	<p>instructional times. Barrier: students are at different educational levels Solution: Exact Path learning paths are individualized based on Star Math scores. Students will do one assignment/week and work on learning path daily.</p>	<p>September 2019-April 2020</p>	<p>Proj 515 &amp; General Fund</p>	<p>Math teachers will view/analyze Exact Path usage and scores weekly. Data will be kept for further reference in decision making for next year.</p>
<p>Build in monthly curriculum days into the school calendar for vertical and horizontal alignment. 9EE 1.1e, f; 1.2a-c, 1.2h; 1.3a</p>	<p>Leadership team, math lead teachers, administration, teachers, assistants</p>	<p>OAS booklets, SDE website, teacher subject binders</p>	<p>Barriers: transition from one site to another, transition from teacher to teacher (year to year). Solutions: Monthly curriculum days for horizontal and vertical alignments.</p>	<p>August 2019-ongoing</p>	<p>Proj 515 &amp; General Funds</p>	<p>Meetings/discussions will be held monthly to review data and evaluate gaps/progress.</p>
<p>Complete mathematical awareness and computational skills through STAR Math tests quarterly to identify skills and strategies needed for students scoring below grade level. 9EE 2.4a, b; 3.2a</p>	<p>Math teachers, principal, leadership team</p>	<p>Scheduled time and use of chromebooks to administer assessments quarterly.</p>	<p>Barrier: Scheduling time and access to STAR Math for all students to be assessed. Solution: Chromebooks will be placed in every classroom-grades 1-5.</p>	<p>August 2019-May 2020 (Quarterly: August, November, January, May)</p>	<p>Proj 515 &amp; General Fund</p>	<p>STAR Math data will be used to focus on skills needing further attention/remediation on an individual student basis.</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:** The percentage of students scoring proficient or above on ELA OSTP will increase by 5% as measured by the OSTP test scores.

**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 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 &amp; when? Include data sources for tracking.</i></p>
<p>Align all instructional resource/curriculum with OAS-Reading in Pre-K through 5th grade. 9EE 1.1a-h</p>	<p>Leadership Team, classroom teachers, teacher assistants, principal</p>	<p>OAS booklets and OSDE website.</p>	<p>Barriers: Assumption that instructional resources are aligned with OAS..Solution: Alignment check and curriculum days for horizontal and vertical alignment to OAS.</p>	<p>May 2019 through July 2020</p>	<p>Proj 515 &amp; General Fund</p>	<p>Schedule includes monthly curriculum days and principal will have a checklist every two weeks.</p>
<p>Build in monthly curriculum days into the school calendar for vertical and horizontal alignment. 9EE 1.1e, f; 1.2a-c, 1.2h; 1.3a</p>	<p>Leadership team, ELA teachers, administration, classroom teachers, assistants</p>	<p>OAS Booklets, OSDE website, teacher subject binders</p>	<p>Barriers: transition from grade to grade and site to site.Solutions: Monthly district and site curriculum days for horizontal and vertical alignment.</p>	<p>August 2019-ongoing</p>	<p>Proj 515 &amp; General Fund</p>	<p>Meetings/discussion will be held at monthly meeting to review data and evaluate gaps/progress.</p>
<p>Complete reading</p>						

awareness and comprehension skills through STAR Reading tests quarterly to identify skills and strategies needed for students scoring below grade level. 9EE 2.4a, b; 3.2a	Reading teachers, principal, leadership team	Scheduled time and use of chromebooks to administer assessments quarterly.	Barrier: Scheduling time and access to STAR Reading/Early Literacy for all students to be assessed.Solution: Chromebooks will be placed in every classroom-grades 1-5.	August 2019-May 2020 (Quarterly: August, November, January, May)	Proj 515 & General Fund	STAR Reading/Early Literacy data will be used to focus on skills needing further attention/remediation on an individual student basis.
Obtaining new/additional curriculum/software for Pre-K through 5th grade. (Voyager, Study Island, IXL) 9EE 3.6a-d; 3.5a-f	Administration along with leadership team and teachers.	Voyager, IXL, Study Island, chromebooks, Reading Eggs.	Barrier: Funding for additional program/curriculumSolution: Evaluate current programs and curriculum with teachers and use grant funding to enhance math performance.	August 2019-ongoing	Proj 515 & General Fund	Monthly usage and student performance reports. Survey of teacher input will be discussed at monthly curriculum meetings
Survey teachers on PD needs for reading instruction and intervention. 9EE6.2a, b; 6.3a, b; 6.4a	Leadership team, principal, reading/ELA teachers.	Paper surveys, email surveys and analyze results.	Barrier: Teacher time off for PDSolution: provide release time for PD and have assistants cover classes as necessary. Pay teachers for attending PD during breaks/during non-instructional times.	August 2019-ongoing. Survey results/teacher PD needs will be available at next monthly meeting	General Fund	Data from teacher surveys. Data will be reviewed and discussed at next monthly meeting.
Implement remediation period for reading/ELA in the daily schedule for 2nd-5th grade students. 9EE 1.6d; 1.7a; 2.4b	Leadership team, reading teachers, classroom teachers.	Exact Path-Reading and ELA and chromebooks.	Barrier: students are at different educational levelsSolution: Exact Path learning paths are individualized based on Star Reading scores. Students will do one reading assignment and one ELA (English) assignment per week and work on learning path daily.	September 2019-April 2020	Proj 515 & General Fund	Reading/ELA teachers will view/analyze Exact Path usage and scores weekly. Data will be kept for further reference in decision making for next year.





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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
Choctaw Nation Professional Leadership Conference	June 2019	External Provider	June 2019
Oklahoma Edge Comprehensive School Improvement Convening	6/19/2019	SEA	6/20/2019
Kindergarten Smorgasbord Webinar Training	July 2019	External Provider	July 2019
Engage Oklahoma	7/17/2019	SEA	7/17/2019
OSAC Behavior Training-New Teachers	8/1/2019	SEA	8/2/2019
Google Classroom	8/8/2019	External Provider	8/8/2019
EDGE School Support Regional Meeting	3/29/2019	SEA	3/29/2019
HMH Math Training (Online resources)	09/18/2019	External Provider	09/18/2019
Elementary ELA Session: Decode the Modes	09/19/2019	SEA	09/19/2019