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Applicant: 38-I004 SNYDER

Application: 2019-2020 Continuous Improvement Plan - A0 - 0110 JOHN D MOELLER ELEMENTARY SCHOOL

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

Cycle: Original Application

Date Generated: 4/27/2020 4:08:55 PM

Generated By: 84463

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 *(List Greatest Impact First)*
Academic Performance – Elements 1,2,3	Academic Performance - Elements 1& 3The strengths identified through the three data sources are linked to Essential Element 1-Curriculum- the school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. District facilitates and communicates OAS curriculum standards. 1.7 Common academic core, as identified as OAS.The strengths identified through the three data sources are linked to Essential Element 3- Instruction - 3.1 Effective and varied instructional strategies are used in all classrooms. 3.3 School leadership monitors classroom instruction on an on-going basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. 3.5 Teachers appropriately use technology as an integral part of instruction in all content areas.	Academic Performance - Element 2The challenges identified through the three data sources are linked to Essential Element 2 Classroom Evaluation/ Assessments- 2.4 Identification of curriculum gaps using test scores. 2.5 Assessments provide meaningful feedback. 2.8 Use of student sample work.
Learning Environment – Elements 4,5,6	Learning Environment - Element 4The strengths identified through the three data sources are linked to Essential Element 4- Learning Environment- 4.1 Safe, orderly and equitable learning environment. The school provides all students and staff with a safe, healthy, orderly and equitable learning environment. 4.3 Academic and behavioral expectations are high.4.7 Teachers communicate regularly with student families. Student reports are sent home regularly and include specific written explanations of student performance. 4.10 Student achievement is publicly celebrated. 4.11	Learning Environment - Elements 6 & 5The challenges identified through the three data sources are linked to Essential Element 6-Professional Growth, Development and Evaluation- 6.1 Long-term professional development needs. 6.5 Professional development is on-going and job-embedded. 6.8 Sufficient fiscal resources provided for professional development. 6.11 Improvement plan identification of leadership needs.The challenges identified through the three data sources are linked to Essential Element 5- Student, Family and Community Support- 5.1 Family and community involvement in promotion of program and services: The school has policy and procedures to recruit parents and community members to serve on committees. 5.4 Learning support beyond the classroom: A majority of the school

	Provisions for the needs of all students.	staff does not reach out to learn beyond the classroom or the district provided staff development programs. In-school support services offer additional assistance for students.
Collaborative Leadership - Elements 7,8,9	Collaborative Leadership - Element 7The strengths identified through the three data sources are linked to Essential Element 7- Leadership-7.1 Leadership's shared vision. 7.8 Safe and effective learning environment. 7.9 Process for implementation of school policy. 7.10 School staff focuses on academic performance. 7.11 Principal has skills in academic performance, learning environment and efficiency.	Collaborative Leadership - Element 9The challenges identified through the three data sources are linked to Essential Element 9- Comprehensive and Effective Planning- 9.1 The school's vision, mission and beliefs. 9.3 Use of collected data for planning. 9.7 Identification of strengths and limitations in organizational effectiveness. 9.10 Action steps in school improvement plan have timelines and resources. 9.11 Established evaluation of school improvement plan.

Mission/Vision Statements

Continuous Improvement Mission Statement(572 of 1000 maximum characters used)

John D. Moeller Primary provides opportunities for our students to grow and develop into responsible and independent citizens. We establish a meaningful and safe learning environment that meets individual needs and offers each child the opportunity for success by teaching them to be creative thinkers, problem solvers, decision makers, and effective communicators. Our highly qualified staff recognizes the value of professional development in order to rigorously challenge students. Our teaching practices are both reflective and responsive to the needs of our students.

Continuous Improvement Vision Statement (154 of 1000 maximum characters used)

John D. Moeller Primary will be the foundation for developing a knowledgeable and responsible citizen who makes positive contributions to their community.

SMART Goals

FY20 Priority 1: SMART Goal (159 of 250 maximum characters used)	Pillar and Element	Target Date
John D. Moeller Primary will have 85% of students with good attendance with school registry and A-F Report Card as evidence by the end of the 2020 school term.	LE - Student, Family & Community Support	5/1/2020

FY20 Priority 2: SMART Goal (161 of 250 maximum characters used)	Pillar and Element	Target Date
95% of staff will attend professional development on student/ family/ community support with staff sign- in sheet as evidence by the end of the 2020 school term.	LE - Professional Growth, Development, & Evaluation*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (172 of 250 maximum characters used)

Pillar and Element

Target Date

John D. Moeller Primary will increase volunteer and parent/teacher conference attendance from 40% to 65% with parent sign-in as evidence by the end of the 2020 school term.

LE - Student, Family, & Community Support

5/1/2020

Plan Narrative Rubric

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

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(5471 of 8000 maximum characters used)

Overview- the Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the local benchmark tests. Electronic surveys were distributed to teachers, parents/ families and administrators to collect perception data about the site/district. Due to the age group of our students (PreK-2nd grade) student surveys were not distributed. Data triangulation facilitated the site's identification of three SMART goals: 1. John D. Moeller Primary will have 85% of students with good attendance with school registry and A-F Report as evidence by the end of the 2020 school term. 2. 95% of staff will attend professional development on student/family/ community support with staff sign-in as evidence by the end of the 2020 school term. 3. John D. Moeller Primary will increase volunteer and parent/ teacher conference attendance from 40% to 65% with parent sign-in as evidence by the end of the 2020 school term. Reading benchmarks for the 2018-2019 school year are Kindergarten 86% proficient, 1st grade 93% proficient and 2nd grade 69% proficient. Math and Science were not assessed with benchmarks. The overall data findings reveal that kindergarten and 1st grade were on target but 2nd grade was below target. Excessive absences directly correlate to below target assessment scores. The proposed action for SMART goals of improving attendance of all students is to increase parent awareness and participation and provide professional development to staff in Family engagement in a school community. Evidence-based Interventions (EBI) - District leaders and leadership team accessed Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" for Family Engagement in a School Community. Dufur, Kraft and Jeynes (2013) Source " Best Practices of Increasing family Engagement: effective Practices: Research Briefs and Evidence Ratings, page 19-20: http://files.eric.ed.gov/fulltext/ED593306.pdf Purpose and practice of the school community to comprehensively engage student's families' and other shareholders (PreK through 2nd grade) satisfied the ESSA criteria for "Strong Evidence", and will meet the identified needs. Sustainability will be achieved by providing professional development for PreK through 2nd grade teachers that include assistance in working effectively with families. All teachers will implement researched- based Family Engagement and attend professional development that includes assistance in working effectively with families. The district will distribute key documents (parent involvement guidelines, vision statement, mission statement, homework guidelines) annually to teachers, school personnel, families and students. The district will provide a two-way school- home communication linked to learning, educate parents to support their children's learning and teachers to work with parents. Progress Monitoring- Teachers will develop a tracking system of missed work. Teachers will keep a daily phone log of parent/ guardian contacts with date and time including no answers. Home Liaison or designee will keep accurate records of transportation provided including date, time and student's name. Student daily binders will be signed daily and tracked by teachers. At the end of each semester the Principal and teachers will track number of visits to school social media site. District Involvement- The district will support the following initiatives: Chronically absent students will be served at home and achievement plan monitored. The school will conduct a review of the Weekly Review of student absenteeism report. By 9 a.m. daily Home Liaison or designee will call parents/guardians of absent students and if child is ready the designee will provide transportation to school. Provide snacks during Parent/ Teacher conferences, Grandparent's day, Book Fair, Muffins for Moms, Donuts for Dads, Family game night, Movie night. Provide opportunities for teachers to visit other teacher's classroom during instruction time. The district will provide Professional development opportunities, including but not limited to state, district and other vendor professional development activities and update communication systems. Professional Learning Communities- For 2019-2020, PLCs will be devoted to the following: Communication with parents- How to better improve our parent-teacher conference attendance; Communication with parents on absenteeism- What's working?; How to serve chronically absent students; Designing Parent Reading Night; Recap of Parent Reading nights, and Resources for summer activities for parents and students. PLCs will meet once a month for 1 hour for the 1st and 2nd semester. Administrators, teachers and paraprofessionals will protect this standing time(s) and date(s). As the CIP's "Action Steps" are implemented and monitored, the PLC topics and

activities may change to better meet the learning needs of the students and the instructional needs of the students. Rigorous Review Process- John D. Moeller Primary will be not work with an outside source. Operational Flexibility- District is committed to assisting and supporting the John D. Moeller Plan. They have revised transportation policy to allow students to be transported to school after regular school bus times. They have also lifted the PD scheduling restrictions for the site. This will allow John D. Moeller staff more scheduling options when considering professional development.

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 conscise as possible.

Priority 1 SMART Goal:	John D. Moeller Primary will have 85% of students with good attendance with school registry and A-F Report Card as evidence by the end of the 2020 school term.
Pillar and Element:	LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Chronically absent students will be served at home and achievement plan monitored.	Principal Special Education staff and Classroom Teachers	Grade book- MASSIS - MAS	Work not being returned would be considered a barrier. Possible solution would be a reward system in each individual classroom.	As needed.	General Fund - MAS Grade Book and SIS	Teachers will develop a tracking system of missed work.
Weekly Review of student absenteeism report	PrincipalSchool Secretary	Student Information System	None foreseen.	Weekly	General Fund for Student Information System	
Teachers will contact parent/guardian about chronic absences.	Classroom teachers	School phone or teacher's cell phone	Ever changing cell phone numbers is a barrier. Sending home or mailing home note to guardian to obtain current phone number with a follow-up phone call	As needed.	General Fund - phone service	Teachers will keep a daily phone log of parent/ guardian contacts with date and time including no answers.

			would be a solution.			
By 9 a.m. daily Home Liaison or designee will call parents/guardians of absent students and if child is ready the designee will provide transportation to school.	Home Liaison or designee.	School transportation (bus or suburban)	Transportation not available is a barrier. Working with transportation department to assure transportation is readily available is a possible solution.	As needed.	General Fund	Home Liaison or designee will keep accurate records of transportation provided including date, time and student's name.

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 conscise as possible.

Priority 2 SMART Goal:	95% of staff will attend professional development on student/ family/ community support with staff sign- in sheet as evidence by the end of the 2020 school term.

Pillar and Element:	LE - Professional Growth, Development, & Evaluation

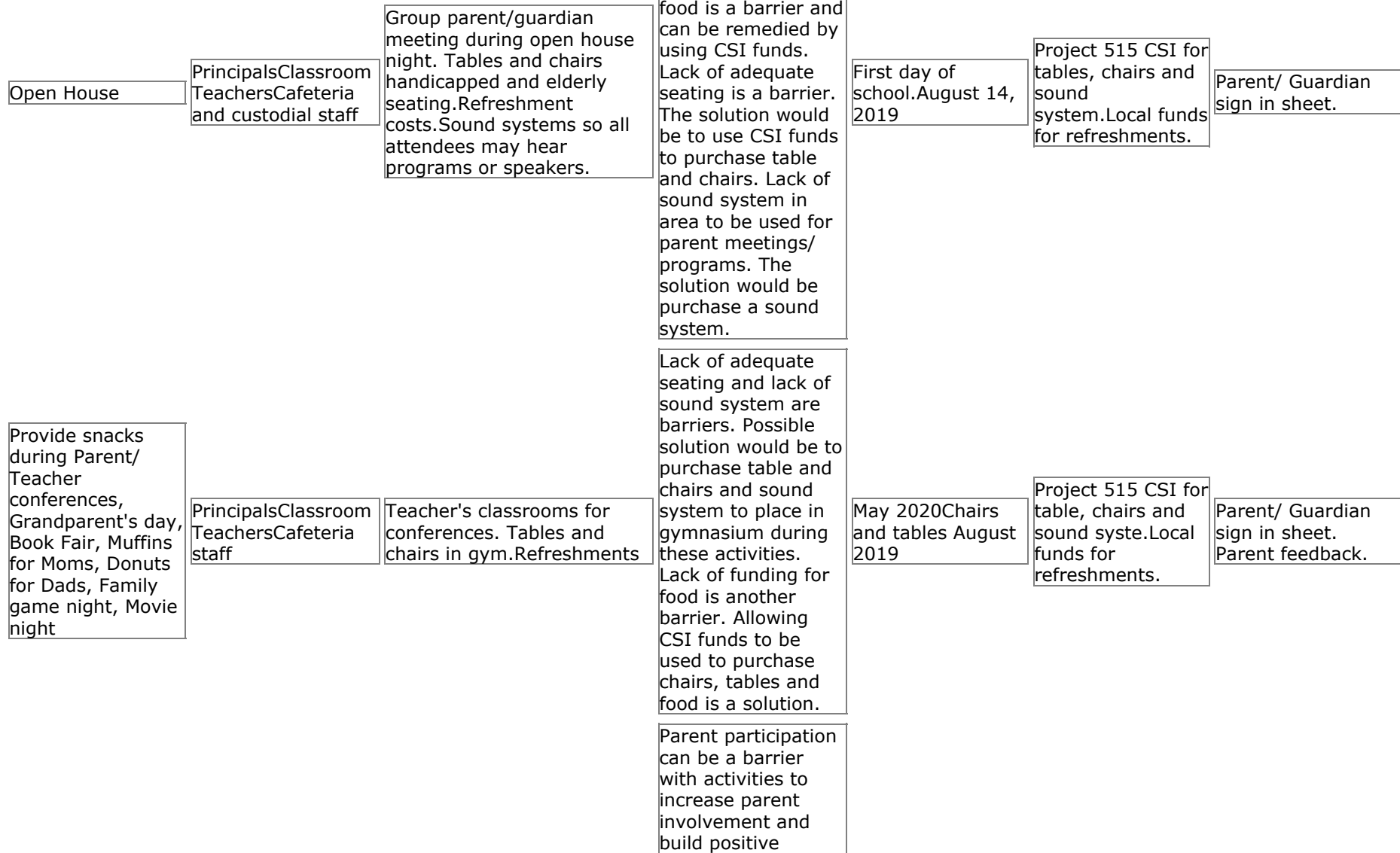| Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Provide many Professional development opportunities, including but not limited to state, district and other vendor professional development activities.	AdministrationPD Committee	State and district funding.	Funding for professional development is a barrier. Solution would be utilizing SI-CSI grant to fund these opportunities.	May 2020	Project 515 CSIGeneral FundFederal Funds	Staff sign-in sheet for each PD.Attendance certifications from outside vendors.
Provide opportunities for teachers to visit other teacher's classroom during instruction time.	Principal	Funding for substitutes.	Time managementTeacher availabilityFunding for substitutes.	May 2020	Project 515 CSI	Teacher Binder- this will be accessible in the school office. Each teacher will sign and date/time when they are visiting another teacher's classroom.

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 conscise as possible.

Priority 3 SMART Goal:	John D. Moeller Primary will increase volunteer and parent/teacher conference attendance from 40% to 65% with parent sign-in as evidence by the end of the 2020 school term.

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

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Communication tools will be updated.	PrincipalsClassroom teachers	Closed social media for classrooms, school site social media for information only, Student take home daily binder.	Not all parents have access to social media. The student daily binder will have the same information as provided on social media.	First day of school.August 14, 2019	Project 515 CSI	At the end of each semester the Principal and teachers will track number of visits to school social media site.Student daily binders will be signed daily and tracked by teachers.
			Not all parents/ guardians attend open house. An informational packet will be sent to those who are unable to attend.Funding for			

Open House	PrincipalsClassroom TeachersCafeteria and custodial staff	Group parent/guardian meeting during open house night. Tables and chairs handicapped and elderly seating.Refreshment costs.Sound systems so all attendees may hear programs or speakers.	food is a barrier and can be remedied by using CSI funds. Lack of adequate seating is a barrier. The solution would be to use CSI funds to purchase table and chairs. Lack of sound system in area to be used for parent meetings/ programs. The solution would be purchase a sound system.	First day of school.August 14, 2019	Project 515 CSI for tables, chairs and sound system.Local funds for refreshments.	Parent/ Guardian sign in sheet.
Provide snacks during Parent/ Teacher conferences, Grandparent's day, Book Fair, Muffins for Moms, Donuts for Dads, Family game night, Movie night	PrincipalsClassroom TeachersCafeteria staff	Teacher's classrooms for conferences. Tables and chairs in gym.Refreshments	Lack of adequate seating and lack of sound system are barriers. Possible solution would be to purchase table and chairs and sound system to place in gymnasium during these activities. Lack of funding for food is another barrier. Allowing CSI funds to be used to purchase chairs, tables and food is a solution.	May 2020Chairs and tables August 2019	Project 515 CSI for table, chairs and sound syste.Local funds for refreshments.	Parent/ Guardian sign in sheet. Parent feedback.
			Parent participation can be a barrier with activities to increase parent involvement and build positive			

Action	Responsible Parties	Resources	Barriers/Solutions	Timeline	Funding	Evaluation
Parent Lead classroom partiesREAD - read books volunteer program.	Classroom teachersPrincipal Classroom teachersSupport staff	Parent donations	relationships is a solution.Inadequate seating and lack of funding for copy paper and laminating film are barriers. Solution would be to use CSI funds to purchase table and chairs, copy paper and laminating film to reproduce READ materials.	May 2020	None	Parent participation using sign-in sheets as evidence.Volunteer participation with sign -in as evidence.
Increasing attendance at monthly Rise and Shine Student Assembly	PrincipalClassroom teachers	Folding chairs and sound system.	Parent participation and lack of adequate seating are barriers.Guests will place their name in a jar each time they attend for a drawing to be held at the end of each semester for an IPAD, tablet, or other prizes.	May 2020Chairs and tables August 2019	Project 515 CSI	The action will be measured by the number of names in the jar at semester end.
Implement monthly family game/ movie night.Snacks will be provided.	PrincipalClassroom teachers	GymnasiumBoard gamesBingomovieStaffTables and chairsRefreshments	Inadequate seating , lack of sound system and lack of funding for refreshments are barriers. Possible solution would be to utilize CSI funds to purchase 10 tables and 100 folding chairs sound system and refreshments for activities.	May 2020Purchase of chairs and tables August 2019.	Project 515 CSI for tables, chairs and sound system.Local funds for refreshments.	Family participation with sign-in as evidence.

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
Mark McLeod - PD Speaker	1-6-20	External Provider	
Frog Street Splash- Grapevine, TX	7-30-20	External Provider	
Nuts and Bolts Symposium- Stillwater	June 2020	External Provider	
		LEA	9-10-19
		LEA	
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