



ACIP

Moody Elementary School

St. Clair County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Moody's first school was a rock structure built in 1879. Due to growth in the community, the St. Clair County Board of Education built a new structure, known as Moody Elementary School and established Moody Middle School. The new elementary building was completed in 1990. By the spring of 1998 an additional wing was completed with eight more classrooms. In 2003 expansion was necessary once again to further accommodate growth. A second wing, containing classrooms, restrooms, a computer lab, and a library media center was added. Moody Elementary School continues to grow along with the community. In September of the 2016-2017 school year, Moody Elementary's population contains 874 students Pre-K through 3rd Grade and 82 staff members. The student population is made up of 4 American Indian /Alaskan Native students, 15 Asian students, 16 Multi Racial students, 682 White students, 37 Hispanic students, and 120 Black / African American students. 487 of Moody Elementary School students pay for lunches, 387 students receive free or reduced lunches. Moody Elementary offers students academics as well as Music, Art, Computer classes each week. There are opportunities for students to grow in other areas also with a Chime Choir, Art Club, Mini Choir, Morning News Crew, and Library Aide program existing for third grade students who excel in those areas. The school has a close partnership with the surrounding community working closely together with their organizations, including churches, Lion's Club, the Community Food Bank Weekender Market, and Shepherd's Supply, to provide food, clothing, holiday assistance, and other items when needed. Moody Elementary partners with the City of Moody to provide a venue for community basketball each year, and in turn the City of Moody provides assistance with traffic and crowd control as needed. The City of Moody is nestled in southern St. Clair County. The City of Moody estimated their population in 2014 to be around 12,000 citizens. A growth of 6.2% from 2010. There are currently an estimated 800 businesses and 5,000 homes in Moody. 88.2% of the citizens of Moody are white. Around 8% of the citizens are Black. .3% of the citizens are American Indian or Alaskan Native. 1.4% of the citizens are Asian. 1.5% of the citizens are two or more races. 2.1% of the citizens are Hispanic or Latino.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision

To provide opportunities and challenges that will prepare each student for

college/career/adulthood in the 21st Century

Mission

To educate and prepare each student to succeed in an ever changing world

Beliefs

-Effective teachers and leaders are the key to student achievement.

-Teaching to the standard coupled with high quality professional learning will result in a clear direction and expected outcomes.

-Regular progress monitoring through formative and benchmark assessments that are clearly aligned with high standards will lead to adjusted and differentiated instruction which will lead to student growth.

-Alignment of human, programmatic, and fiscal resources that support the implementation of the approved curriculum will lead to student achievement.

-Student focus with multiple pathways to learning will enhance instruction and engage learners.

-When students are provided with a learning environment that is socially, emotionally, and physically supportive... the students' confidence, engagement and achievement will rise.

-Through the use of technology, the students' will gain 21st century skills and make a reconnection with the world around them.

-Parent engagement with knowledge of their child's performance will reinforce strengths and help address weaknesses.

-Community engagement through volunteerism and community partnerships will benefit all students from the additional resources provided.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

St. Clair County Achievements:

C5 Laptop project adding 3000 computers

Creating a totally wireless network internet infrastructure in all schools

Four schools take part in the 21st Century Grant

Some high schools take part in A+ College Ready Grants

APEX online curriculum is used to provide credit recovery

Pre-K programs are in place in many schools

Higher Ed collaboration with Jefferson State Community College is provided through dual enrollment programs

Career Tech school offering a variety of programs in career clusters

ROTC program for students in the district

Migrant education program throughout the summer for migrant students

23 National Board Certified Teachers throughout the district

IRead program acquisition to assist in reading instruction for K-2 students

Moody Elementary Achievements:

-Increased security measures including Raptorwear visitor security system, front door camera and school-wide entry fob system.

-Monthly parent and community meetings and forum through the MES Monthly Minute

-Continuing implementation and professional development concerning CCRS

-Acquisition of over 100 additional computers through a partnership with Mountain Brook City Schools

-Each teacher has an Apple TV purchased through school money for presentation purposes

-Weekly grade level meetings with grade levels to provide collaboration and professional development

-Continued Art, Music, Computer, and Virtual Fitness / Health classes weekly for students

-2 PreK classes

-3 Intervention teachers, and 2 Instructional Partners to address Math and Reading struggling student needs in Kindergarten through third grade

-School Improvement Team used as needed to address and collaborate concerning school needs, policies, and procedures

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The St. Clair County system slogan is Preparing tomorrow's leaders today. This slogan embodies the student-centered philosophy of the school district as well as the school.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement process included an initial meeting of the school's ACIP team to develop goals and discuss areas of improvement based on an analysis of the school's data. The data sources included standardized (ASPIRE) testing results, Scantron testing results, DIBEL's assessment results, library reports, Accelerated Reader reports and faculty and parent surveys. In addition, a parent/community panel, including representatives from various student populations was formed to encourage parent/community input concerning the school's improvement plan. Follow up meetings will take place during the course of the school year to determine implementation and further school planning needs.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups involved in the school improvement process included staff members (teachers, administrators, media specialist, special education teachers, support staff, and central office staff), community members, parents, and students. Stakeholders were presented with data results and participated in collaborative meetings to develop the school's plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was communicated to the faculty at a schoolwide faculty meeting. Copies of the plan were available. Parents were made aware of the final plan through the school's monthly morning meeting as well as the website. A synopsis of the school's plan was sent home with every student in the school's monthly newsletter. Copies of the plan's synopsis are available in the school's lobby for daily visitors as well as visitors for school events. Information concerning the availability of these handouts was communicated through the website and the school's monthly newsletter.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACIP Student Data 16-17

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The areas that are above the expected level of performance were in Math where third grade students increased from 53% to 62% "Ready" on the ACT Aspire.

Describe the area(s) that show a positive trend in performance.

The data shows a positive trend in performance in both Reading and Math since both scores have increased steadily over the last three years. Reading has increased from 27% in 2014, to 32% in 2015, to 36% "Ready" in 2016. Math has increased from 45% in 2014, to 53% in 2015, to 62% "Ready" in 2016.

Which area(s) indicate the overall highest performance?

The overall highest performance could be seen in Math.

Which subgroup(s) show a trend toward increasing performance?

Students that were considered Not Categorized showed the greatest trend toward positive growth. In Math in 2015 Not Categorized students scored 36% "Ready" and in 2016 they scored 69% "Ready". In Reading in 2015 Not Categorized students scored 18% "Ready" and in 2016 they scored 46% "Ready".

Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing between White students and Not Categorized students. In Reading White students scored 36% "Ready" and Not Categorized scored 18% in 2015. In 2016 White students scored 39% "Ready" and Not Categorized students scored 46% "Ready".

Which of the above reported findings are consistent with findings from other data sources?

The findings from ACT Aspire and Scantron Performance Series both show a strength in Measurement and Data in Math. On the ACT Aspire only 28% of students scored below the ACT Readiness Range. On the Scantron Performance Series only 7.2% of students did not attain standards relating to Measurement and Data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Students scored below the expected level of performance in Reading overall. The overall Reading score on the ACT Aspire in 2016 was 36% in the "Ready" range.

Describe the area(s) that show a negative trend in performance.

The area showing a negative trend in performance according to the 2016 ACT Aspire can be seen in Integration of Knowledge and Ideas where 60% of students scored below the ACT Readiness Range.

Which area(s) indicate the overall lowest performance?

According to the 2016 ACT Aspire scores the overall lowest performance was that 38% of student scoring In Need of Support in Reading and only 36% of students scoring in the "Ready" Range.

Which subgroup(s) show a trend toward decreasing performance?

Black/African American students showed a decreasing trend according to the 2016 ACT Aspire scores with only 13% scoring in the Ready Range. 23% of Black./African American students scored in the Ready Range in 2015.

Between which subgroups is the achievement gap becoming greater?

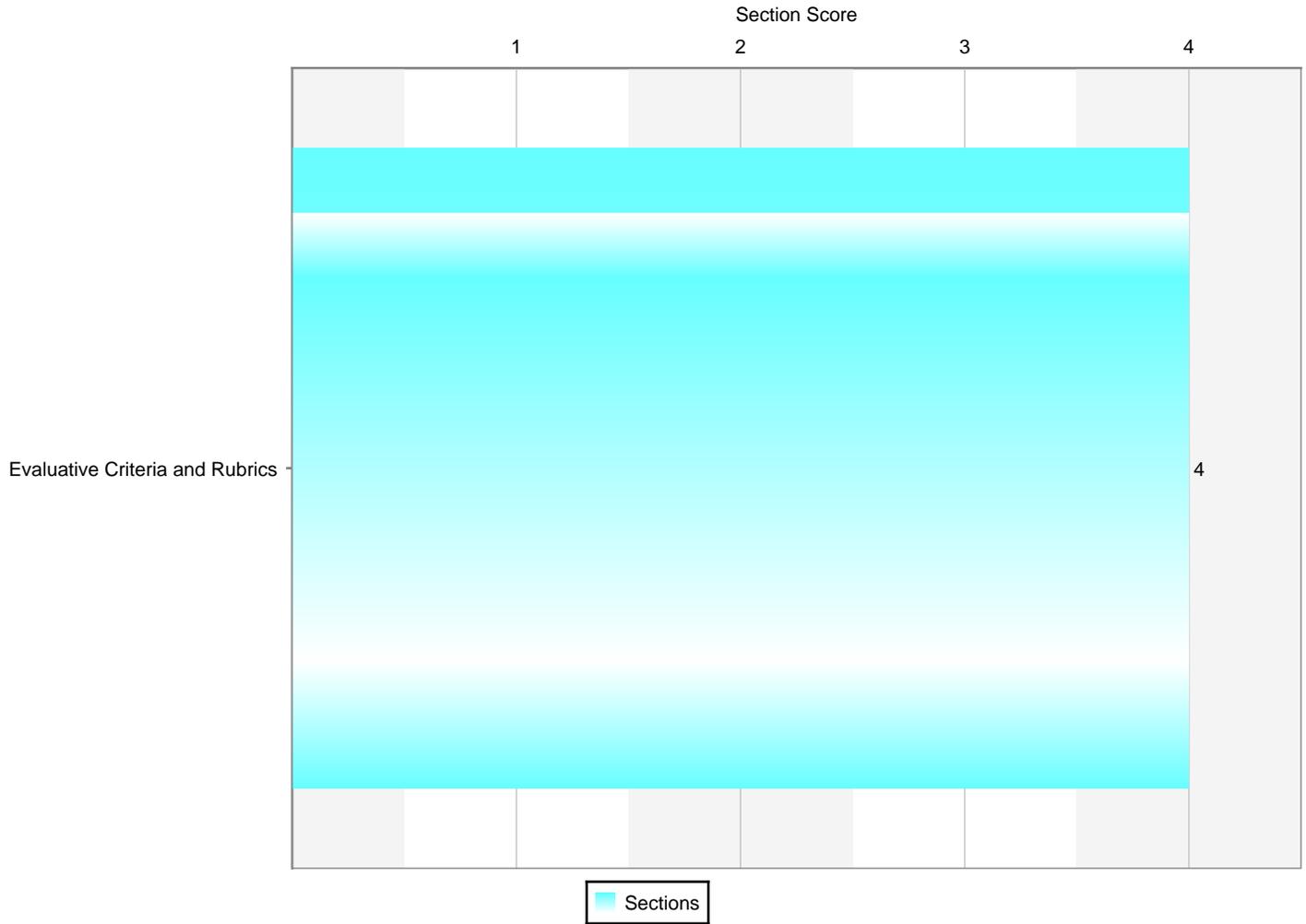
The achievement gap is widening between White students and Black/African American students in Reading and Math. In Reading 39% of White students scored in the Ready Range in 2016, and 36% scored in the Ready Range in 2015. In Reading 13% of Black/African American students scored in the Ready Range in 2016, and 23% scored in the Ready Range in 2015. In Math 66% of White in the Ready Range in 2016, and 55% scored in the Ready Range in 2015. In Math 35% Black/African American students scored in the Ready Range, and 41% scored in the Ready Range in 2015.

Which of the above reported findings are consistent with findings from other data sources?

According to the data from the ACT Aspire, DIBEL's Next, and the Scantron Performance Series, Reading performance overall is an area of concern. The ACT Aspire showed 38% of third grade students "In Need of Support", According to the Scantron Performance Series 21% of students were "Below Average" in Reading. Last, according to DIBEL's Next 37% of students "Likely to Need Intensive Support".

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See attached	14-15 Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		signature page-greg

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	NA	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	NA	

Plan for ACIP 16-17

Overview

Plan Name

Plan for ACIP 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform 2020: Goal 1- Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Students at Moody Elementary School will increase proficiency in Math.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Students at Moody Elementary School will increase proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Second and third grade students at Moody Elementary School will increase the amount of non-fiction text read.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Parents at Moody Elementary School will have more opportunities to be informed and involved in their children's education.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$300
8	21% of EL students will increase English Proficiency by .05 on the 2017 ACCESS test. 55% of EL students will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
9	Students at Moody Elementary School will integrate technology into their learning to gather, evaluate, and/or use information, to conduct research, solve problems, and/or create work, and to communicate, and/or work collaboratively.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Transform 2020: Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second and Third grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior Engage and Empower the Learner Through Technology in Career & Technical by 05/26/2017 as measured by The objective will be measured by administrator walkthroughs, lesson plans, and website information..

Strategy 1:

Engage and Empower the Learner Through Technology - Through professional development will give staff the tools to engage and empower the learner through technology

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

Alabama Continuum for Teacher Development (ALCTD)

Alabama School Librarian Continuum (ALSLC)

Alabama Quality Teaching Standards (ALQTS)

International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from <http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - To empower and engage the learner through technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Local school and county staff

Goal 2: Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a behavior Teachers/Faculty Members and Leaders (PK-21) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with the skills, knowledge, and d by 05/26/2017 as measured by The objective will be measured by administrator walkthrough's, lesson plans, and website information.

Strategy 1:

Professional Development - There will be at least one professional development opportunity with the county technology integration specialist. Additional technology professional development will be provided by the school's technology contact either through a planned professional development opportunity or individually as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Alabama Continuum for Instructional Leader Development (ALCILD)

Alabama Continuum for Teacher Development (ALCTD)

Alabama School Librarian Continuum (ALSILC)

Alabama Quality Teaching Standards (ALQTS)

International Society for Technology in Education (ISTE) Adapted from NETS-A: Retrieved from <http://www.iste.org/docs/pdfs/NETS-a-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-C: Retrieved from <http://www.iste.org/docs/pdfs/NETS-c-standards.pdf?sfvrsn=2>

International Society for Technology in Education (ISTE) Adapted from NETS-T: Retrieved from <http://www.iste.org/docs/pdfs/NETS-t-standards.pdf?sfvrsn=2>

National Council for Accreditation of Teacher Education (NCATE): Standards. Retrieved from <http://www.ncate.org/standards/tabid/107/default.aspx>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In house professional development concerning technology	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	School and County staff

Goal 3: Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide. by 05/26/2017 as measured by The objective will be measured by administrator walkthroughs, lesson plans, and website information..

Strategy 1:

Aspire to acquire and use technology - The staff at MES will seek sources to provide either funding for technology, or donated technology.

Category: Align Fiscal Resources

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>.

California Educational Technology Blueprint. (2012). Retrieved from www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Activity - Acquire funding for or donated technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MES staff will seek funding to purchase technology or sources to acquire technology.	Other	08/10/2016	05/26/2017	\$0	Other	MES Staff and administration
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Goal 4: Students at Moody Elementary School will increase proficiency in Math.

Measurable Objective 1:

demonstrate a proficiency of a 2% increase in Math by 05/26/2017 as measured by student performance on ACT Aspire, and/or Scantron Performance Series assessments for third grade students..

Strategy 1:

Strategic Instruction in Math - Teachers will collaborate to develop strategic Math lessons. Teachers will implement strategic Math lessons in their classrooms.

Category: Other - Collaboration

Research Cited: Harvey F. Silver & Robert Marzano (2007) "The Art and Science of Teaching"

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop strategic lessons in Math based on the CCRS an AMSTI. Teachers will implement strategic Math lessons in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers, Instructional Partner, and Administration

Goal 5: Students at Moody Elementary School will increase proficiency in Reading

Measurable Objective 1:

demonstrate a proficiency of a 2% increase in Reading by 05/26/2017 as measured by student performance on DIBEL's Next, and/or ACT Aspire, and/or Scantron Performance Series assessments for third grade students..

Strategy 1:

Strategic instruction in Reading - Teachers will collaborate to develop strategic Reading lessons. Teachers will implement strategic Reading lessons in their classrooms.

Category: Other - Collaboration

Research Cited: Harvey F. Silver & Robert Marzano (2007) "The Art and Science of Teaching"

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will collaborate to develop strategic lessons in Reading based on the CCRS and Web's Depth of Knowledge. Teachers will implement strategic Reading lessons in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers, Instructional Partner, and Administration
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Goal 6: Second and third grade students at Moody Elementary School will increase the amount of non-fiction text read.

Measurable Objective 1:

A 2% increase of Second and Third grade students will demonstrate a proficiency in comprehension in Reading by 05/26/2017 as measured by a comparison of 2015-2016 end of the year baseline data from AR Diagnostic Reports and 2016-2017 AR Diagnostic Reports..

Strategy 1:

Increase volume of nonfiction text read - Schedules will provide opportunities for students to check-out and read nonfiction text.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: The research includes Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibilsky 2013). In "one most extensive studies of independent reading conducted," Anerson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedules will be monitored by teachers, instructional partner, interventionists, and administrators. AR Reading Disgnostic Reports will be monitored by teachers, instructional partner, and administrators. Library circulation will be monitored by the library media specialist, instructional partner, and administrators.	Other - Reading Opportunities	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers, Library Media Specialist, Instructional Partners, Interventionists, and Administrators.

Goal 7: Parents at Moody Elementary School will have more opportunities to be informed and involved in their children's education.

Measurable Objective 1:

collaborate to develop ways parents can be involved and informed concerning their children's education by 05/26/2017 as measured by meeting notes and event flyers.

Strategy 1:

Staff Collaboration - School staff will collaborate to develop more opportunities to provide for parent information and involvement

Category: Other - Collaboration

Research Cited: Best Practices

Activity - Parenting Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several Parenting Nights will be held throughout the year addressing academics as well as to provide relationship building between school staff and parents.	Parent Involvement	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers, Instructional Partner, Interventionists, Library Media Specialist, and Administrators
Activity - Website / Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's website will be updated regularly to provide information concerning the school and parenting events. Newsletters will be sent home monthly containing any information relevant to parents.	Parent Involvement	08/10/2016	05/26/2017	\$0	No Funding Required	Technology Contact, Administrators
Activity - Monthly Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held monthly to provide parents with information concerning the school and staff. A question and answer period as well as discussion time will be provided.	Parent Involvement	08/10/2016	05/26/2017	\$300	Booster Fund	Teachers, Administrators

Goal 8: 21% of EL students will increase English Proficiency by .05 on the 2017 ACCESS test. 55% of EL students will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS.

Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency increase of .05 in English Language Arts by 05/26/2017 as measured by the 2017 ACCESS test.

Strategy 1:

Adapt Text and Differentiate Instruction - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category: Other - Best Practices

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency Level.	Direct Instruction	08/10/2016	05/26/2017	\$0	No Funding Required	EL Teacher, Classroom teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP students can also be referred for Tier 2 or Tier 3 instruction.	Tutoring	08/10/2016	05/26/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers

Goal 9: Students at Moody Elementary School will integrate technology into their learning to gather, evaluate, and/or use information, to conduct research, solve problems, and/or create work, and to communicate, and/or work collaboratively.

Measurable Objective 1:

demonstrate a proficiency in the Digital Learning Environment score by 05/26/2017 as measured by the increase from 2.58 to 2.88 using the ELEOT classroom observation tool.

Strategy 1:

Professional Development - Teachers will have the opportunity to participate in or view regular training concerning technology integration.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have the opportunity to participate in training concerning technology integration in the classroom	Professional Learning	09/08/2016	03/30/2017	\$0	No Funding Required	School administration, Technology Contact, or Staff Members.
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Strategy 2:

Access to Technology - Teachers will use labs and mobile labs to access technology to implement digital learning in their classrooms.

Category: Other - Teacher Implementation

Activity - Access to Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use labs and mobile labs to integrate technology into their classrooms.	Direct Instruction	09/15/2016	05/26/2017	\$0	No Funding Required	Classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Parent Meetings	Meetings will be held monthly to provide parents with information concerning the school and staff. A question and answer period as well as discussion time will be provided.	Parent Involvement	08/10/2016	05/26/2017	\$300	Teachers, Administrators
Total					\$300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acquire funding for or donated technology	MES staff will seek funding to purchase technology or sources to acquire technology.	Other	08/10/2016	05/26/2017	\$0	MES Staff and administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Teachers will have the opportunity to participate in training concerning technology integration in the classroom	Professional Learning	09/08/2016	03/30/2017	\$0	School administration, Technology Contact, or Staff Members.
Professional Development	In house professional development concerning technology	Professional Learning	08/10/2016	05/26/2017	\$0	School and County staff
Intervention	All Limited English Proficient (LEP 2) students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP students can also be referred for Tier 2 or Tier 3 instruction.	Tutoring	08/10/2016	05/26/2017	\$0	EL Teacher, Classroom Teachers

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Parenting Nights	Several Parenting Nights will be held throughout the year addressing academics as well as to provide relationship building between school staff and parents.	Parent Involvement	08/10/2016	05/26/2017	\$0	Teachers, Instructional Partner, Interventionists, Library Media Specialist, and Administrators
To empower and engage the learner through technology	Professional Development	Professional Learning	08/10/2016	05/26/2017	\$0	Local school and county staff
Access to Technology	Teachers will use labs and mobile labs to integrate technology into their classrooms.	Direct Instruction	09/15/2016	05/26/2017	\$0	Classroom teachers
Collaborative Planning	Teachers will collaborate to develop strategic lessons in Reading based on the CCRS and Web's Depth of Knowledge. Teachers will implement strategic Reading lessons in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	Teachers, Instructional Partner, and Administration
Explicit Instruction	All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency Level.	Direct Instruction	08/10/2016	05/26/2017	\$0	EL Teacher, Classroom teachers
Collaborative Planning	Teachers will collaborate to develop strategic lessons in Math based on the CCRS an AMSTI. Teachers will implement strategic Math lessons in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	Teachers, Instructional Partner, and Administration
Website / Newsletter	The school's website will be updated regularly to provide information concerning the school and parenting events. Newsletters will be sent home monthly containing any information relevant to parents.	Parent Involvement	08/10/2016	05/26/2017	\$0	Technology Contact, Administrators
Monitor Reading Volume	Schedules will be monitored by teachers, instructional partner, interventionists, and administrators. AR Reading Disgnostic Reports will be monitored by teachers, instructional partner, and administrators. Library circulation will be monitored by the library media specialist, instructional partner, and administrators.	Other - Reading Opportunities	08/10/2016	05/26/2017	\$0	Teachers, Library Media Specialist, Instructional Partner, Interventionists, and Administrators.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		ACIP Survey Results 16-17

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to surveys the area with the overall highest satisfaction level concerned communication concerning events and information about the school. This area received an average score of 4.59 out of a possible 5 points.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to surveys the area with the overall highest satisfaction level concerned communication concerning events and information about the school. This area received an average score of 4.59 out of a possible 5 points. This area shows an increase from past years when communication between the school and stakeholders was an area of concern.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

According to surveys the area with the overall highest satisfaction level concerned communication concerning events and information about the school. This area received an average score of 4.59 out of a possible 5 points. This area shows an increase from past years when communication between the school and stakeholders was an area of concern. The area of communication has increased in satisfaction among stakeholder as seen in survey results and through conversations with parents and staff.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The area of cleanliness received the lowest overall score by both groups of stakeholders receiving an average score of 4.28 out of 5 from parents, and a score of 2.37 from staff.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The area of cleanliness received the lowest overall score by both groups of stakeholders receiving an average score of 4.28 out of 5 from parents, and a score of 2.37 from staff. This area shows a trend toward decreasing satisfaction.

What are the implications for these stakeholder perceptions?

The area of cleanliness received the lowest overall score by both groups of stakeholders receiving an average score of 4.28 out of 5 from parents, and a score of 2.37 from staff. This area shows a trend toward decreasing satisfaction. A turnover in cleaning crews has more than likely caused this lack of satisfaction and concern. This area is being closely monitored by county and local staff.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The area of cleanliness received the lowest overall score by both groups of stakeholders receiving an average score of 4.28 out of 5 from parents, and a score of 2.37 from staff. This area shows a trend toward decreasing satisfaction. A turnover in cleaning crews has more than likely caused this lack of satisfaction and concern. This area is being closely monitored by county and local staff. This has been a consistent area of concern as seen in survey results and through correspondence with parents and staff.

The findings from the staff surveys concerning technology professional development and usage in the classroom indicate a need in training and usage as well as acquisition. This need is consistent with existing concerns by staff and administration.

Report Summary

Scores By Section

