ACIP

Moody Elementary School

St. Clair County Board of Education

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Moody, AL 35004

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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. Currently, renovation is underway in the old Moody Middle School building, or the Annex, and houses 4 Pre K classrooms, Music, Art, Gifted, and some PE's. In September of the 2017-2018 school year, Moody Elementary's population contains 880 students Pre-K through 3rd Grade and 82 staff members. The student population is made up of 1 American Indian/Alaskan Native students, 15 Asian students, 8 Multi Racial students, 689 White students, 42 Hispanic students, and 125 Black / African American students. 52.95% of Moody Elementary School students pay for lunches, 46.94% 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

-4 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 Scantron testing results, DIBEL's assessment results, 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, and parents. 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	Kindergarten, First, Second, and Third grade data was compiled and analyzed to determine strengths and weaknesses seen from the DIBEL's assessments. First, Second, and Third grade data was compiled and analyzed to determine strengths and weaknesses concerning the Scantron assessment. Due to new standards being implemented for EL students, the assessment has changed from previous years.	Kindergarten Data First Grade Data Second Grade Data Third Grade Data First Grade Demographics Second Grade Demographics Third Grade Demographics EL Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to the DIBEL's data:

61% of Kindergarten achieved CORE on the beginning of the year assessment on First Sound Fluency

72% of First Grade achieved CORE on the beginning of the year assessment on Nonsense Word Fluency

74% of Second Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency

60% of Third Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency

70% of Third Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency Accuracy

According to the Scantron data:

57% of First Grade scored either Above Average or Average High on Reading Foundations

68% of Second Grade scored Above Average or Average High on Reading Foundations

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

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows that all grades have achieved CORE (scored above 60%) in Reading according to the DIBEL's assessment. According to the Scantron assessment, first and second grades scored above the 55 percentile in Reading Foundations.

Which area(s) indicate the overall highest performance?

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows that all grades have achieved CORE (scored above 60%) in Reading according to the DIBEL's assessment. According to the Scantron assessment, first and second grades scored above the 55 percentile in Reading Foundations

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

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. Also, there are no true subgroups at Moody Elementary. However, this year's Scantron data shows:

First Grade - 57% of females scored Above Average and High Average in Reading Foundations.

Second Grade - 77% of females scored Above Average and High Average in Reading Foundations.

Third Grade - 50% of females in third Grade scored Above Average or high Average in Reading.

First Grade - 51% of males scored Above Average and High Average in Math.

Second Grade - 52% of females scored Above Average and High Average in Math.

Overall, the majority of Caucasian students in First and Second Grades scored Above Average or High Average in Reading Foundations.

Between which subgroups is the achievement gap closing?

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. Also, there are no true subgroups at Moody Elementary. However, this year's Scantron data shows:

First Grade - 56% of males and 57% of females scored Above Average and High Average in Reading Foundations.

First Grade - 61% of Caucasian students and 75% of Multiracial students scored Above Average and High Average in Reading Foundations. 49% of Caucasian students and 50% of Multiracial students scored Above Average and High Average in Math.

Third Grade - 43% of Caucasian students and 42% of Multiracial students scored Above Average and High Average in Reading.

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

At this time there are no other data sources to analyze and compare.

Areas in Need of Improvement

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

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows:

DIBEL's assessment:

Kindergarten - 27% of students were Intensive in First Sound Fluency.

Scantron assessment:

First Grade - 52% of students scored Average Low and Below Average in Math

Second Grade - 52% of students scored Average Low and Below Average in Math

Third Grade - 58% of students scored Average Low and Below Average in Math.

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows:

All EI students scored below the 4.8 benchmark.

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

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows in First - Third Grades over 50% of students scored Average Low and Below Average in Math.

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows:

All EI students scored below the 4.8 benchmark.

Which area(s) indicate the overall lowest performance?

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows in First - Third Grades over 50% of students scored Average Low and Below Average in Math.

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows:

All El students scored below the 4.8 benchmark.

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

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. There are no true subgroups at Moody Elementary School. However, current data shows:

Third Grade - 63% of males scored Average Low and Below Average in Math

First Grade - 70% of Hispanic students scored Average Low or Below Average in Math
Second Grade - 80% of Multiracial students scored Average Low and Below Average in Math
Third Grade - 70% of Multiracial students scored Average Low and Below Average in Math

Overall, the majority of students First - Third Grades scored Average Low or Below Average in Math.

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. However, current data shows:

All El students scored below the 4.8 benchmark.

Between which subgroups is the achievement gap becoming greater?

Due to the fact that assessments have changed either in scoring or source, data cannot be compared from previous years. There are no true subgroups at Moody Elementary School. However, current data shows:

First Grade - 50% of Caucasian students as compared to 70% of Hispanic students scored Average Low and Below Average in Math.

Second Grade - 48% of Caucasian students as compared to 80% of Multiracial students scored Average Low and Below Average in Math.

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

At this time there are no other data sources to analyze and compare.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.75
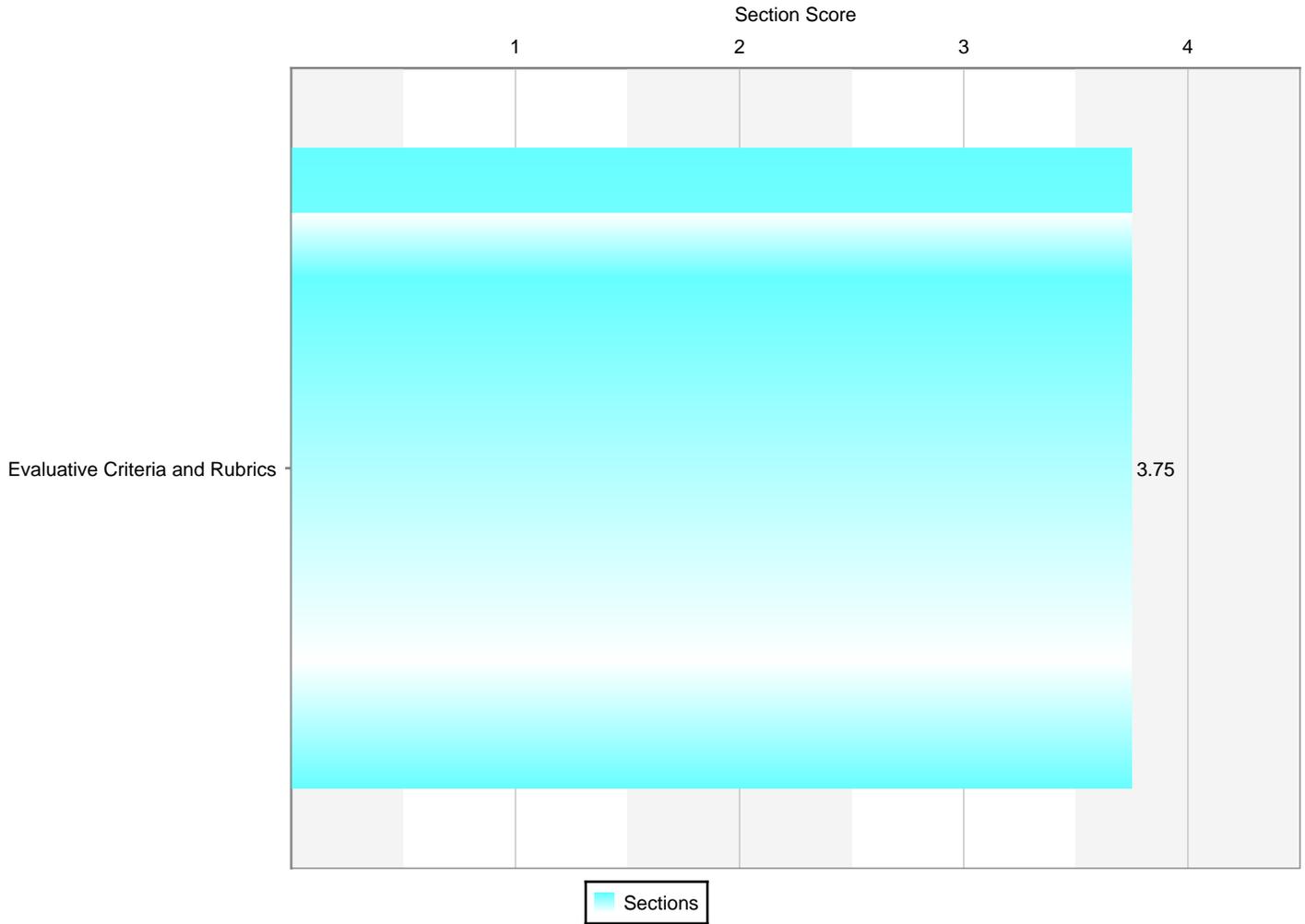
Sections

2017-2018 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, EL, 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		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		Equal Opportunities

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		Non Discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Consolidated Plan

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	NA	

Plan for ACIP 17-18

Overview

Plan Name

Plan for ACIP 17-18

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	Students at Moody Elementary School will increase proficiency in Math.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Students at Moody Elementary School will increase proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	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
4	Kindergarten - Third Grade students will show a decrease of 5% in the number of Unexcused Check-In's and Out's.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
5	EL students will improve their overall English language proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Students at Moody Elementary School will increase proficiency in Math.

Measurable Objective 1:

demonstrate a proficiency of a 2% increase in Math by 05/25/2018 as measured by student performance on 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	08/10/2017	05/25/2018	$0	No Funding Required	Teachers, Instructional Partner, and Administration

Goal 2: Students at Moody Elementary School will increase proficiency in Reading

Measurable Objective 1:

demonstrate a proficiency of a 2% increase in Reading by 05/25/2018 as measured by student performance on DIBEL's Next, and 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.   Kindergarten, First, and Second grade teachers will implement Saxon Phonics in their Reading instruction.

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

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, and in K-2 Saxon Phonics in their classroom instruction.	Professional Learning	08/09/2017	05/25/2018	$0	No Funding Required	Teachers, Instructional Partner, and Administration

Goal 3: 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 05/25/2018 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	10/16/2017	05/25/2018	$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	10/16/2017	05/25/2018	$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	10/16/2017	05/25/2018	$300	Booster Fund	Teachers, Administrators

Goal 4: Kindergarten - Third Grade students will show a decrease of 5% in the number of Unexcused Check-In's and Out's.

Measurable Objective 1:

increase student growth by decreasing the number of Unexcused Check-In's and Out's by 5% by 05/24/2018 as measured by a comparison of 2016-2017 baseline data and 2017-2018 data concerning attendance.

Strategy 1:

Increase parent awareness and accountability - Parents will have the opportunity to attend a meeting to explain and clarify guidelines concerning Check-In's and Out's. Parents will be informed that notes will be sent home after five unexcused check-in's and out's. After ten unexcused check-in's and out's a conference will be held with the parent and the Principal or Assistant Principal. The card used for recording check-in's and out's was also altered to include only ten spots for recording to increase awareness of the number of check-in's and out's the child has logged. In these ways we hope to provide parents with several reminders concerning their child's check-in's and out's. We hope that these reminders will serve to raise awareness concerning student attendance.

Category: Other - Best Practices

Activity - Raise Parental Awareness and Accountability	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent meeting to address procedures and practices concerning unexcused check-in's and out's will be held. Notes will be sent to notify parents when students have five or more unexcused check-in's and out's. Parent meeting will be held after ten or more unexcused check-in's and out's. Card used for logging check-in's and out's will be altered to include only ten spots.	Parent Involvement	09/04/2017	05/18/2018	$0	No Funding Required	Principal, Assistant Principal

Strategy 2:

Increase student awareness and accountability - Students with no unexcused check-in's and out's each nine weeks will be recognized during a grade level assembly, as well as receive an incentive to continue to have no unexcused check-in's and out's in the future. Students will also study the "Seven Habits" stressing "You are in charge" and being "Proactive" concerning their attendance.

Category: Other - Best Practices

Research Cited: Best Practices

Activity - Raise student awareness and accountabilty concerning attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with no unexcused check-in's and out's each nine weeks will be recognized in a grade level assembly as well as receive an incentive to continue to have no unexcused check-in's and out's.	Other - Incentives and Instruction	09/04/2017	05/24/2018	$0	No Funding Required	Principal, Assistant Principal, OCunselor

Activity - Seven Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in a school-wide study of the "Seven Habits' stressing "Be Proactive" specifically that "You are in charge" to develop awareness and accountability for their own attendance.	Other - Character Building	09/04/2017	05/24/2018	$0	No Funding Required	Classroom teachers, Principal, Assistant Principal, Counselor

Goal 5: EL students will improve their overall English language proficiency.

Measurable Objective 1:

A 40% increase of English Learners students will demonstrate a proficiency in improved English language skills in English Language Arts by 05/25/2018 as measured by an increase in Access test scores.

Strategy 1:

Online Speaking Guidance - Students will visit the EL classroom to receive online speaking guidance through documents provided by ACCESS to help prepare students for the online portion of ACCESS test.

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

Research Cited: Best Practices for English Language Learners - WIDA standards

Activity - Online Speaking Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	10/09/2017	05/25/2018	$0	General Fund	EL teacher, classroom teachers, administrators

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	10/16/2017	05/25/2018	$300	Teachers, Administrators
				Total	$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Raise student awareness and accountabilty concerning attendance	Students with no unexcused check-in's and out's each nine weeks will be recognized in a grade level assembly as well as receive an incentive to continue to have no unexcused check-in's and out's.	Other - Incentives and Instruction	09/04/2017	05/24/2018	$0	Principal, Assistant Principal, OCunselor
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	08/10/2017	05/25/2018	$0	Teachers, Instructional Partner, and Administration
Seven Habits	Students will participate in a school-wide study of the "Seven Habits' stressing "Be Proactive" specifically that "You are in charge" to develop awareness and accountability for their own attendance.	Other - Character Building	09/04/2017	05/24/2018	$0	Classroom teachers, Principal, Assistant Principal, Counselor
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, and in K-2 Saxon Phonics in their classroom instruction.	Professional Learning	08/09/2017	05/25/2018	$0	Teachers, Instructional Partner, and Administration

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	10/16/2017	05/25/2018	$0	Teachers, Instructional Partner, Interventionists, Library Media Specialist, and Administrators
Raise Parental Awareness and Accountability	A parent meeting to address procedures and practices concerning unexcused check-in's and out's will be held. Notes will be sent to notify parents when students have five or more unexcused check-in's and out's. Parent meeting will be held after ten or more unexcused check-in's and out's. Card used for logging check-in's and out's will be altered to include only ten spots.	Parent Involvement	09/04/2017	05/18/2018	$0	Principal, Assistant Principal
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	10/16/2017	05/25/2018	$0	Technology Contact, Administrators
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Speaking Guidance	EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	10/09/2017	05/25/2018	$0	EL teacher, classroom teachers, 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	The school developed their own survey for parents and staff to complete. There were 95 parents surveys completed and 43 Staff surveys completed.	Parent Survey Results Staff Survey Summary

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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 both surveys the highest level of satisfaction was seen concerning the importance of student attendance as it relates to success in school. 118 parents and staff members out of 138 Strongly Agreed.

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

Increasing stakeholder approval could be seen concerning the statement that the school and staff provides multiple sources of information concerning events and happenings in the school and classroom. 101 parents and staff members Strongly Agreed.

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

The survey statements concerning the importance of attendance to student success is consistent with the information and concerns shared at grade level meetings with staff members.

Areas in Need of Improvement

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

The survey statement that parents have the opportunity to participate in a variety of activities in their child's school had 89 parents and staff member Strongly Agreed, 42 Agreed, 1 Disagreed, and 5 Strongly Disagreed.

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

The survey statement that parents have the opportunity to participate in a variety of activities in their child's school had 89 parents and staff member Strongly Agreed, 42 Agreed, 1 Disagreed, and 5 Strongly Disagreed.

What are the implications for these stakeholder perceptions?

The implications are that according to survey results:

The staff and school have done a good job of educating parents concerning the importance of school attendance as it relates to student success.

The school needs to publicize, create, and initiate more opportunities for parents to become involved in their child's school.

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

These findings are supported by conversations within grade level meetings and parent conversations.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics   2

Sections
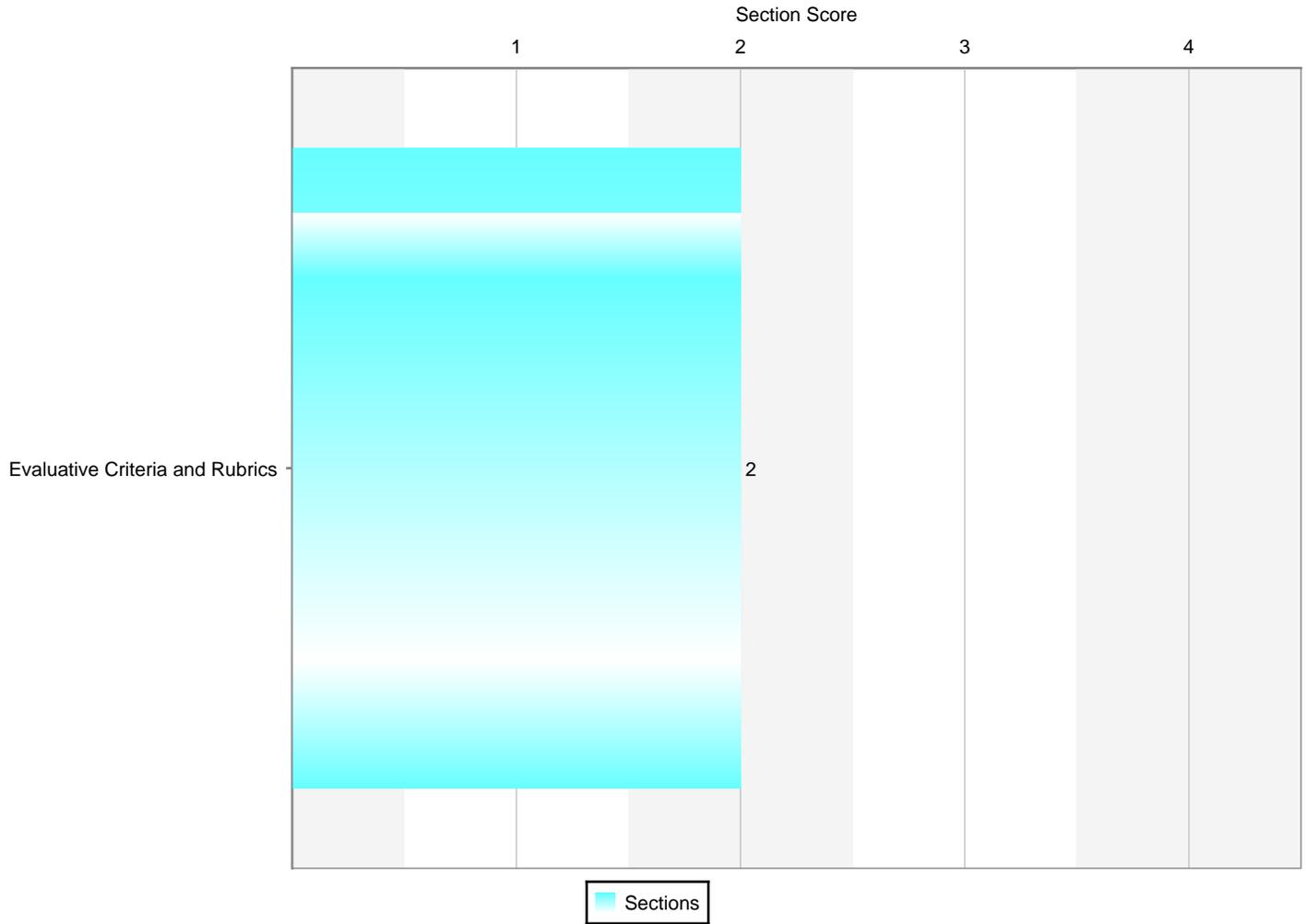
2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	63.33

Provide the number of classroom teachers.

58.83

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3096062.0

Total   3,096,062.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	2.0

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	140767.0

Total   140,767.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	48500.0

Total   48,500.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	40551.0

Total   40,551.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	50223.0

Total 50,223.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	13395.0

Total   13,395.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4911.0

Total   4,911.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	26694.0

Total   26,694.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1928.0

Total   1,928.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	20000.0

Provide a brief explanation and breakdown of expenses.

Local funding is used to pay for copiers, paper, laminating supplies, etc. used in daily operations.

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

NA

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.
Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.

Monthly newsletters are distributed to all students to take home which include information about events, happenings, and procedures in and around the school. Each classroom also distributes their own weekly newsletter to share information about their classroom, homework, and happenings. The school website shares information about the school, events, and happenings, and links each teacher's website so parents can also gain knowledge about their classroom. Schoolcast provides a calling and messaging system so that parents and guardians can hear up to date important and emergency messages from the school.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day. Parents and community members are included in the school's ACIP team. The school has a PTO which is involved in a number of ways at the school, from fundraising to monthly collaboration meetings.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day. In addition parents and community members are included in the ACIP team and have opportunities to provide input and collaborate.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for

parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.
Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal

programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.
Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.
Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.
Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Moody Elementary School offers a variety of parenting events. Meet the Teacher night is held every year before school starts to offer parents an opportunity to allow parents to meet their child's teacher, other parents, and students for the year, and become familiar with the classroom's rules and procedures. Open House is held in the fall of each year to allow parents an opportunity to talk to their child's teacher, learn about their child's curriculum, gain parenting information, and participate in surveys. Ghoul School is held in October and provides students and the community an opportunity to trick-or-treat safely around their child's school. In January a Family Fun Night is held for parents and students. A Kindergarten End of the Year program is held for parents, friends, and family members in which kindergarteners showcase skills and talents they have acquired throughout the year. All of these events are held in the evening. The school holds an annual Veteran's Day program for parents, family members, and the community where veteran's are honored with songs, stories, and photos. Kindergarten invites parents to a Thanksgiving Feast each year to celebrate the holiday. Christmas parties are held for all grades and parents are invited to attend. Spring Fling is held in May of each year for students to participate in athletic competitions. Visitors are invited and encouraged to attend. Each grade goes on at least two field trips a year as an extension to their curriculum. Parents are encouraged to attend. Each month a meeting is held with the principal to discuss events, procedures, and happenings at the school with parents and community members. All of these events are held during the school day.

Moody Elementary is not a Title I school, nor are there any funds associated with parent involvement.

Translators will be provided at most parent events. Newsletters and any important information will be translated.