



ACIP

Moody Elementary School

St. Clair County Board of Education

Ms. Kathy Tice, Principal
1006 H.L. Blocker Circle
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. In September of the 2015-2016 school year, Moody Elementary population contains 833 students Pre-K through 3rd Grade and 70 staff members. The student population is made up of 1 American Indian / Alaskan Native students, 13 Asian students, 29 Multi Racial students, 641 White students, 43 Hispanic students, and 106 Black / African American students. 542 of Moody Elementary School students pay for lunches, 23 students receive Reduced lunches, and 268 students receive free lunches. Moody Elementary offers students academics as well as Music, Art, Computer, and Virtual Fitness / Health 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, 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.

Moody Elementary School has agreed to partner with their governing body, St. Clair County Schools, in a common purpose, vision, and mission stated in the following:

St. Clair County School's Slogan:

PREPARING TOMORROW'S LEADERS TODAY

St. Clair County Vision and Mission

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.

Moody Elementary School embodies this purpose through the high expectations for students, as well as the many program offerings including:

- an active Parent / Teacher Organization which enlists school and community volunteers to accomplish goals and help the school.
- addressing student needs individually considering the whole child, their social, emotional, physical, and academic needs.
- providing opportunities for growth in all areas
- providing opportunities weekly for teacher collaboration and professional development to promote teacher growth
- maximizing the use fiscal resources whenever available to meet school needs

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

-Additional Pre-K classroom added with 18 students

-Additional 3 Intervention teachers 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, and faculty, parent, and student survey results. 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		2015-2016 Student Data Analysis

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

According to the Aspire testing:

Reading-

The Reading overall score increased by 6.65% in 2015.

Math-

Strength- Operations and Algebraic Thinking (52.8% ready)

Foundations (59.3% ready)

There was an increase in performance in Math Foundations of 10.9 % from 2014.

According to the Scantron Performance Series assessment:

Reading

Strength- Fiction AL.RL.3.6 The learner will evaluate how the author's point of view influences a third grade fictional passage. (149 attained and 32 not attained)

25% of Moody Elementary School students scored Above Average in Reading as compared with 24.8% of similar St. Clair County students who scored Above Average in Reading.

Math

Strength- Numbers and Operation

AL.2.NBT11/ AL.3.NBT11- Subtract whole numbers with three digits without regrouping. (147 attained, 34 not attained)

30% of Moody Elementary School students scored Above Average in Math as compared with 25.8% of similar St. Clair County students who scored Above Average in Math.

ACCESS-

80% of 3rd grade EL students made AMAO A, a 0.5% CPL Gain.

34% of 3rd grade EL students made AMAO B, attaining English Language Proficiency.

Both met AMAO targets.

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

According to the ACT Aspire test third grade students increased their proficiency in Reading from 27% in 2014 to 32% in 2015.

According to the ACT Aspire test third grade students increased their proficiency in Math from 45% in 2014 to 53% in 2015.

Which area(s) indicate the overall highest performance?

In third grade according to the Scantron Performance Series assessment, students scored well (149 attained and 32 not attained) AL.RL.3.6: The learner will evaluate how the author's point of view influences a third grade fictional passage.

According to the Scantron Performance Series assessment 25% of Moody Elementary School students scored Above Average in Reading as compared with a 24.8% Above Average for St. Clair County. According to the Scantron Performance Series 30% of Moody Elementary School students scored Above Average in Math as compared with a 25.83% Above Average for St. Clair County.

ACCESS

Three out of five students (60%) scored level 5 (Bridging) meaning they know and use social and academic language, working with grade level material in the listening, reading, and writing domains.

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

According to the 2015 Math scores, White students have an ACT readiness level of 55% and Hispanic students or Latino students have a readiness level of 56%. According to the 2014 Math scores, White students had an ACT readiness score of 49% and Hispanic or Latino students had a readiness score of 18%. Therefore, in Math, the trend shows improvement and a closing of the gap between White students and Hispanic or Latino students.

According to the 2015 Reading scores, White students have an ACT readiness level of 36% and Black/African American students have an ACT readiness level of 23%. According to the 2014 Reading scores, White students had a score of 29% and Black/African American students had a score of 0%. Therefore in Reading, the trend shows improvement in narrowing the gap between White students and Black/African American students.

Between which subgroups is the achievement gap closing?

In Math. White students have an ACT readiness level of 55% and Hispanic or Latino students have an ACT readiness level of 56%. Therefore, in Math, the achievement gap appears to have closed between White students and Hispanic or Latino students.

In Reading, White students have an ACT readiness level of 36% and Black/African American students have an ACT readiness of 23%. Therefore, in Reading the achievement gap appears to have decreased between White students and Black/African American students.

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

According to Scantron Performance Series reports:

Math:

81% of students attained subtracting whole numbers with regrouping, which involves numbers and operations.

Since this skill is aligned with Operations and Algebraic Thinking the findings are aligned with the 2015 ACT Aspire results.

Reading:

74.7% of students could identify story details within a fictional passage.

Since this skill is aligned with reading key ideas and details the findings are aligned with the 2015 ACT Aspire results.

Areas in Need of Improvement

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

According to the Aspire testing data:

Reading-

Weakness- Integration of knowledge and ideas (72.5% in need of support)

Moody Elementary School student results showed 32% as compared to 35% for St. Clair County, and 34% for the Nation in Reading.

Math-

Weakness- Geometry (65.7% in need of support)

Moody Elementary School student results showed 53% as compared to 59% for St. Clair County in Math.

According to the DIBELS Next Beginning of the Year assessment:

Kindergarten-

First Sound Fluency

Below- 30%

Well below- 45%

Letter Naming Fluency

Below- 16%

Well below- 56%

First Grade-

Nonsense word Fluency

Below- 23%

Well below- 51%

Letter Naming Fluency

Below- 20%

Well below- 63%

Second Grade

Oral Reading Fluency

SY 2015-2016

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Below- 29%

Well below- 44%

Third Grade

Oral Reading Fluency

Below- 27%

Well below- 40%

According to the Scantron Performance Series assessment:

Reading

Weakness- Nonfiction AL.RI.3.10 The learner will predict outcomes of a consumer material at a third grade level. (161 not attained and 20 students attained)

Math

Weakness- Geometry AL.2.G.24 Identify various geometric figures.

AL.2.G.25 The learner will determine the area of a rectangular figure by counting the squares in a figure. (1 attained, 180 not attained)

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

According to the Aspire testing data:

Moody Elementary School's overall Reading scores were still significantly below the county average in 2015.

ACCESS

One out of five students (20%) scored level 3 "Developing" in the writing domain which is knowing and using social English and some specific Academic language with visuals and graphics.

Which area(s) indicate the overall lowest performance?

According to the Aspire testing data:

Math-

Weakness- Geometry (65.7% in need of support 121/184)

According to the DIBELS Next assessment:

Kindergarten-

First Sound Fluency

Below- 30%

Well below- 45%

Letter Naming Fluency

Below- 16%

Well below- 56%

First Grade-

Nonsense word Fluency

Below- 23%

Well below- 51%

Letter Naming Fluency

Below- 20%

Well below- 63%

Second Grade

Oral Reading Fluency

Below- 29%

Well below- 44%

Third Grade

Oral Reading Fluency

Below- 27%

Well below- 40%

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

According to the ACT Aspire in 2014 Not Categorized students scored 30% in Reading and scored 18% in 2015.

Between which subgroups is the achievement gap becoming greater?

In Math for 2015, White students have an ACT Aspire readiness level of 55% and Not Categorized students have a readiness level of 36%. In Math for 2014, White students had a ACT Aspire readiness of 49% and Not Categorized had a readiness level of 40%. Therefore, in

Math, the greater achievement gap exists between White students and Not Categorized students.

In Reading for 2015, White students have an ACT Aspire readiness level of 36% and Not Categorized students have a readiness level of 18%. In Reading for 2014, White students had an ACT Aspire readiness level of 29% and Not Categorized students had a readiness level of 30%. Therefore, in Reading, the greater achievement gap exists between White students and Not Categorized students.

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

According to previous the Scantron Performance Series reports in Reading and Math:

In Reading:

89.5% of students could not predict outcomes of consumer materials

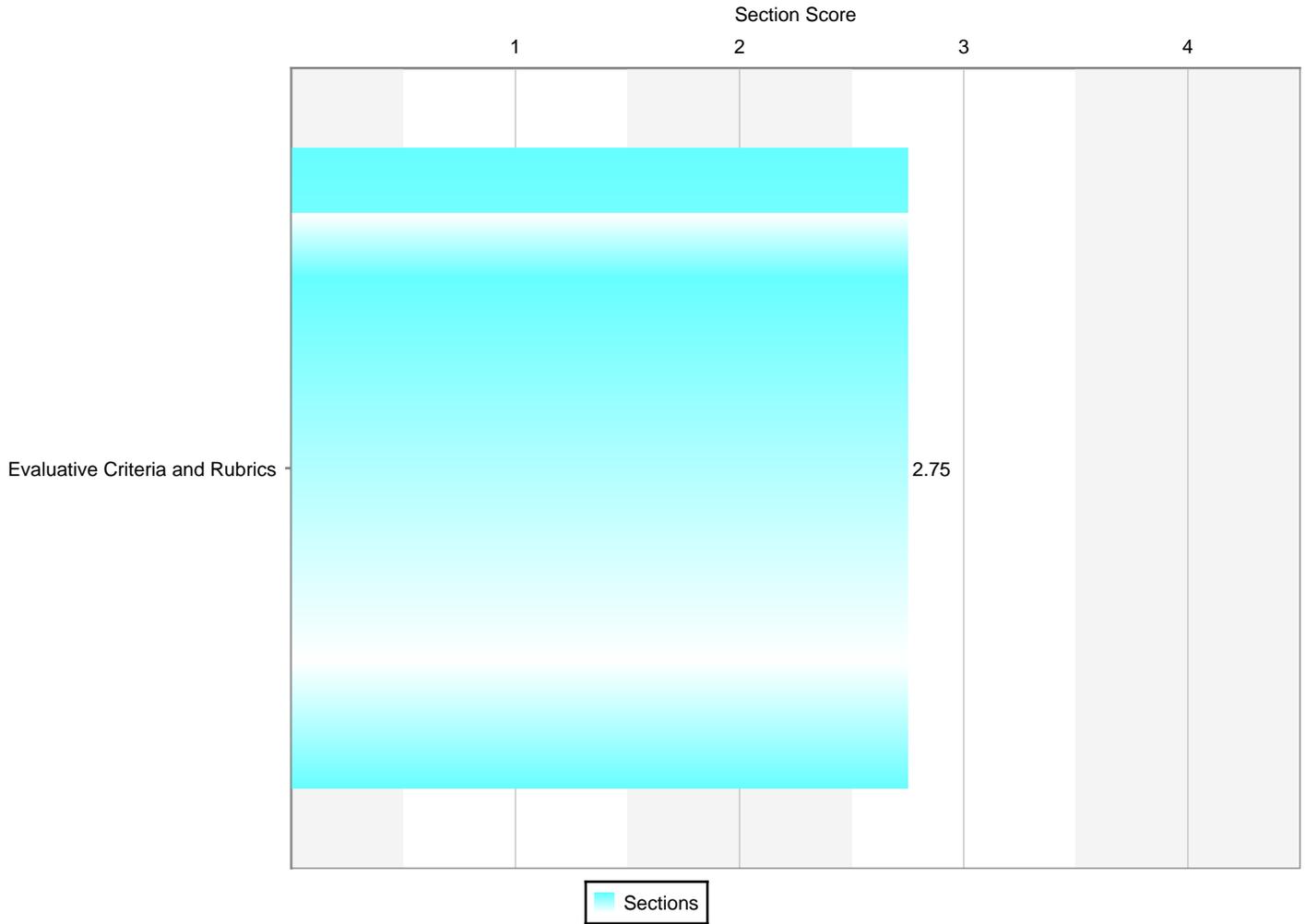
In Math:

92.3% of students could not identify various geometric figures.

These results support the findings of the 2015 ACT Aspire.

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		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		Complies with Federal Laws

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		Equal Education Opportunities

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 2015-2016

Overview

Plan Name

Plan for ACIP 2015-2016

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	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
4	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
5	21% of EL students will increase English Proficiency by .05 on the 2016 ACCESS test.	Objectives: 1 Strategies: 1 Activities: 2	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 05/27/2016 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.

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	08/05/2015	05/27/2016	\$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 05/27/2016 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.

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	08/05/2015	05/27/2016	\$0	No Funding Required	Teachers, Instructional Partner, and Administration

Goal 3: 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 05/27/2016 as measured by a comparison of 2014-2015 end of year baseline data from AR Diagnostic Reports and 2015-2016 AR diagnostic Reports or Scantron Performance Series benchmark data..

Strategy 1:

Increase volume of nonfiction text read - Schedules will provide opportunities for students to check-out and read nonfiction text. A minimum of 20 minutes of daily independent practice will be provided for reading.

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	08/12/2015	05/27/2016	\$0	No Funding Required	Teachers, Library Media Specialist, Instructional Partner, Interventionists, and Administrators.

Goal 4: 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 05/26/2016 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

Research Cited: Best Practices

Activity - Parenting Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/05/2015	05/26/2016	\$0	No Funding Required	Teachers, Instructional Partner, Interventionists, Library Media Specialist, and Administrators
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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	08/12/2015	05/26/2016	\$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	09/04/2015	05/06/2016	\$300	Booster Fund	Teachers, Administrators

Goal 5: 21% of EL students will increase English Proficiency by .05 on the 2016 ACCESS test.

Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency increase of .05 in English Language Arts by 05/26/2016 as measured by the 2016 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.

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	08/12/2015	05/26/2016	\$0	No Funding Required	EL Teacher, Classroom teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/12/2015	05/26/2016	\$0	No Funding Required	EL Teacher, Classroom Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/05/2015	05/27/2016	\$0	Teachers, Instructional Partner, and Administration
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	08/12/2015	05/26/2016	\$0	EL Teacher, Classroom Teachers
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	08/12/2015	05/26/2016	\$0	EL Teacher, Classroom teachers
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	08/05/2015	05/26/2016	\$0	Teachers, Instructional Partner, Interventionist s, Library Media Specialist, and Administrator s
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	08/12/2015	05/26/2016	\$0	Technology Contact, Administrator s
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	08/05/2015	05/27/2016	\$0	Teachers, Instructional Partner, and Administration

ACIP

Moody Elementary School

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	08/12/2015	05/27/2016	\$0	Teachers, Library Media Specialist, Instructional Partner, Interventionists, and Administrators.
Total					\$0	

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	09/04/2015	05/06/2016	\$300	Teachers, Administrators
Total					\$300	

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	Stakeholder feedback was analyzed and discussed to determine strengths and areas in need of improvement.	Stakeholder Feedback Results

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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?

The overall highest rate of satisfaction can be seen in staff's surveys in:

Highest-

Our school's purpose statement is based on shared values and beliefs that guide decision making.

65.15% strongly agree, 28.79% agree, 6.06% neutral

The overall highest rate of satisfaction can be seen in the student surveys in:

Highest-

My teacher wants me to learn 100% yes

I learn new things in school 100% yes

My school has books for me to read 100% yes

The overall highest rate of satisfaction can be seen in the parent surveys in:

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

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

A trend toward increasing stakeholder satisfaction or approval can be seen in staff surveys in:

Our school's leaders expect staff members to hold all students to high academic standards.

64.06% strongly agree, 34.38% agree, 1.56% neutral

A trend toward increasing stakeholder satisfaction or approval can be seen in student surveys in:

My school has books for me to read 100% yes

A trend toward increasing stakeholder satisfaction or approval can be seen in parent surveys in:

3.6 Teachers implement the school's instructional process in support of student learning.

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

The findings indicate consistency concerning the school and staff's shared goal of being student centered and focused on student success.

Areas in Need of Improvement

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

The lowest overall levels of satisfaction can be seen in:

According to staff surveys:

Our School provides sufficient material resources to meet student needs.

32.26% strongly agree, 33.87%, 19.35% Neutral

According to student surveys:

My family likes to come to my school.

97.05% yes, 2.06% maybe, and .88% no

I use a computer to learn at school

97.94 yes, 1.77 maybe, .29 no

According to parent surveys:

Our school provides excellent support services with an average score of 3.33

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

According to staff surveys:

Our school provides a plan for the acquisition and support of technology to support student learning.

33.87% strongly agree, 35.48% agree, and 19.35% neutral

According to student surveys:

I use a computer to learn at school

97.94 yes, 1.77 maybe, .29 no

According to parent surveys:

2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

3.86

What are the implications for these stakeholder perceptions?

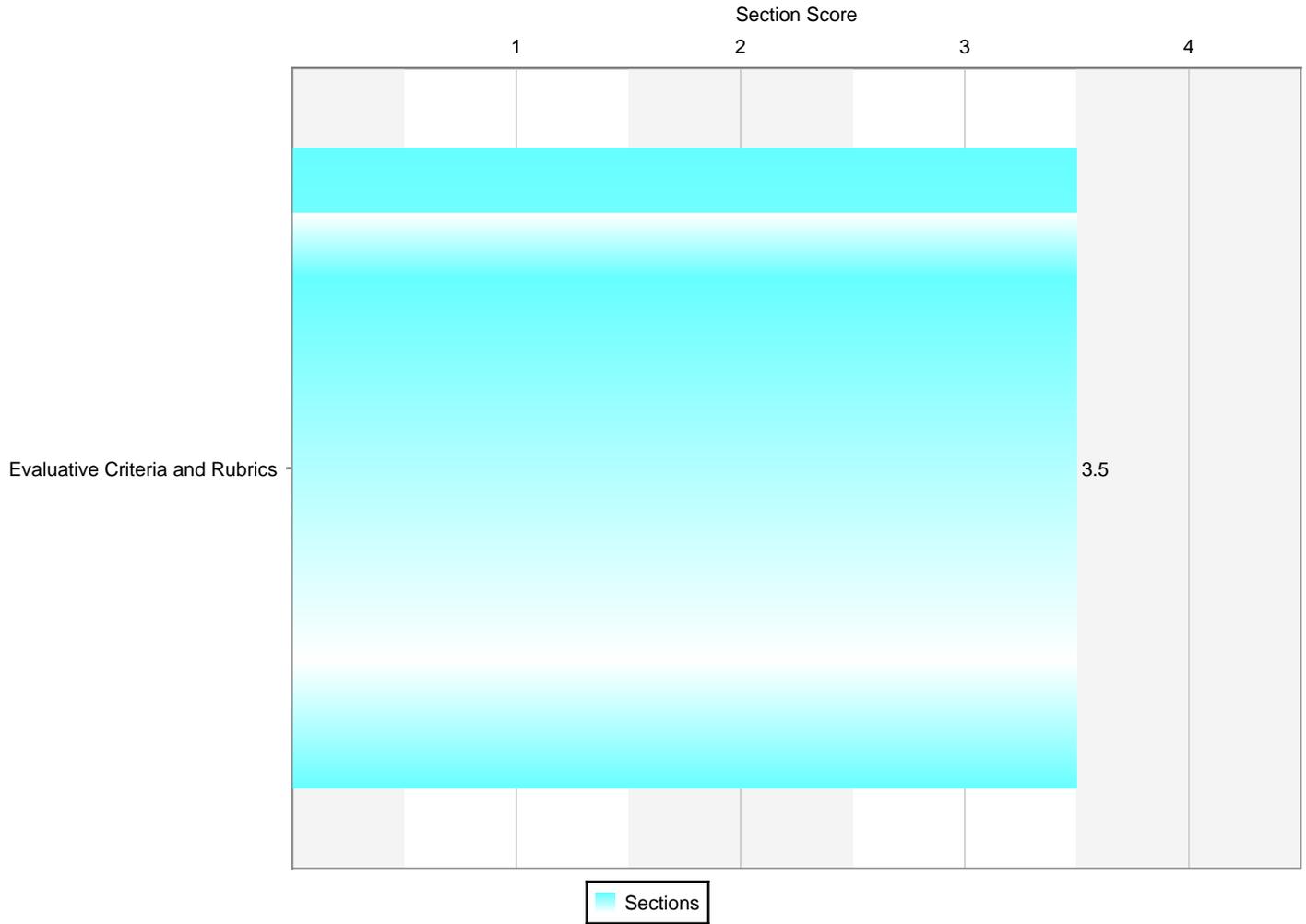
The implications of these stakeholder perceptions show the need for more technology in the school, as well as, possibly, a need for more parent activities at school and encouragement to attend. (This determination was also made from informal Parent conversations.)

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

Staff, student, and parent surveys could be seen to express a need for more technology within the school.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	55.66	52.16	2,656,768.00
Administrator Units	1.50	2.0	140,767.00
Assistant Principal	0.50	1	59,141.00
Counselor	1.00	1.00	40,551.00
Librarian	1.00	1.00	50,223.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,550.55
Professional Development	0.00	0	3,550.55
State ELL Funds	0.25	.25	13,311.25
Instructional Supplies	55.66	55.66	20,805.00
Library Enhancement	0.00	0	1,183.33
Totals			2,989,850.68

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

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be disbursed system-wide through the Title II Professional Learning Plan.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds will be disbursed system-wide through the implementation of the Title III EL Plan.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

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	0.0

Provide a brief explanation and breakdown of expenses

NA

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

NA

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

NA

3. 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.

NA

4. 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).

NA

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The school has an open door policy where parents and the community are invited to voice their concerns in a non-threatening environment. All school staff have e-mail addresses and phone contact information that is available to the general public and utilized to communicate with school stakeholders. The school Principal created the "MES Monthly Minute" program to allow a monthly face to face forum with parents to share school information and to create an open environment for community-wide collaboration and input. The School's Continuous Improvement Plan is the subject of discussion at one of these meetings. Parents are also included in the CIP team and included in the decision making process. Parents are provided with an opportunity to complete school related surveys during the school year.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school provides numerous opportunities to share information on state standardized testing, curriculum standards, diagnostic assessments used at the school level, and many other academic issues. Parents are provided with detailed information on these topics at Open House, Orientation, the monthly meetings with the principal, Community-wide planning and strategy meetings organized by the St. Clair County Board of Education, Curriculum Night, Family Reading Night, the Sneak Peak into the Upcoming School Year, and various grade level programs. Information about testing and the results of yearly testing data are provided to parents through the school newsletter and a hand-out provided to any interested parents and community members detailing the contents of our yearly CIP. Parents are also members of the Continuous Improvement Team.

6b. 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 NCLB Section 1118, 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 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)

The school will communicate with parents including, but not limited to: the school website, e-mail, monthly newsletters, teacher newsletters, informational workshops during monthly meetings with the Principal with additional EL sessions, Open House activities, parent memos, progress reports, parent conferences, AR reports, teacher websites, Global Scholar and DIBEL's Next reports, Curriculum Night, Family Reading Night, Sneak Peak Night, and the School Messenger calling service. The school translates most school communication into Spanish for non-English speaking parents and provides a translator as needed. In addition, two conferences per year are required for each student to keep parents informed of academic progress. Conferences are encouraged throughout the year and can be scheduled on an as needed basis at any time. These initiatives foster relationships between the school and stakeholders to provide enhanced learning opportunities that impact student success.

The school has the following opportunities for parent involvement: Parenting Day, Open House, Orientation, PTO participation, classroom volunteer opportunities, School Art Show, Coffee with the Principal meetings held once a month, with additional EL sessions, Community-wide planning and strategy meetings organized by the St. Clair County Board of Education, and various grade level programs. Parents are also members of the School Improvement Team and contributing members of the CIP plan.

6c. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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)

The school has the following opportunities for parent involvement: Open House, Orientation, organized PTO participation and meetings, classroom volunteer opportunities, School Art Show, monthly meetings with the principal with additional EL sessions, community-wide planning and strategy meetings organized by the St. Clair County Board of Education, Spring Fling, Curriculum Night, Family Reading Night, Sneak Peak Night, and various grade level programs held throughout the year. Parents are also contributing members of the CIP plan.

6d. 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 NCLB Section 1118, 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)

Each stakeholder has a role in academic achievement to provide a safe and supportive learning culture in which relationships are built and maintained with students, teachers, parents, and the community. Parents should support, encourage and work at home with students. Staff should provide various opportunities for learning and instruction as well as a broad general base on which students should build academic success. The school should also provide a safe and supportive academic environment where all students can learn from effective teachers. Students should be willing to provide ample time, effort, and commitment to the learning process. Examples of strategies used to promote academic achievement are homework assignments, study guides, assessments, the school website, and teacher/parents conferences.

6e. 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 NCLB Section 1118, 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)

The school will communicate with parents including, but not limited to: The school website, e-mail, monthly newsletters, teacher newsletters, informational workshops during monthly meetings with the principal with additional EL sessions, Open House activities, parent memos, progress reports, parent conferences, AR reports, teacher websites, Curriculum Night, Family Reading Night, Sneak Peak Night, and the Schoolcast Messenger calling service. The school translates most school communication into Spanish for non-English speaking parents and provides a translator if needed. In addition, two conferences per year are required to keep parents informed of academic progress or lack of. Conferences are encouraged throughout the year and can be scheduled on an as needed basis at any time. These initiatives foster

relationships between the school and stakeholders to provide enhanced learning opportunities that impact student success.

6f. 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 NCLB Section 1118, 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)

The school will communicate with parents including, but not limited to: the school website, e-mail, monthly newsletters, teacher newsletters, informational workshops during monthly meetings with the principal with additional EL sessions, Open House activities, parent memos, progress reports, parent conferences, AR reports, teacher websites, Curriculum Night, Family Reading Night, Sneak Peak Night, and the Schoolcast Messenger calling service. The school translates most school communication into Spanish for non-English speaking parents and provides a translator is needed. In addition, two conferences per year are required to keep parents informed of academic progress or lack of. Conferences are encouraged throughout the year and can be scheduled on an as needed basis at any time. These initiatives foster relationships between the school and stakeholders to provide enhanced learning opportunities that impact student success.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

All school information published can be translated upon request and many school informational forms are provided in various languages. Translators are available through the SCCBOE as needed. Sign language interpreters are available as needed for hearing impaired parents. Parents of EL students are provided an opportunity to meet one on one with the EL teacher, Principal, and translator each year to review their child's EL plan.

Migrant students are identified by the completion of the Agricultural Employment Survey that is a part of the student enrollment package. Surveys are forwarded to the central office, Federal Programs Coordinator to determine eligibility. Those who qualify are given instruction by regular classroom teachers and through after school academic programs provided for migrant students. Migrant students' needs are met through the St. Clair County Migrant Program. This program is designed to improve the educational opportunities of migratory children by helping them succeed in the regular core program instruction, attain grade level proficiency and improve in Reading, Language Arts, and math. Migrant students have full access to the total educational and extracurricular programs offered to all children in St. Clair County. Translators are funded through Title III monies and are used to communicate with parents and students when necessary as well as TransACT which translates teacher communication in writing to parents.

School personnel identify limited-English proficient students. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then the students are screened by the ELL teacher. Students deemed limited-English proficient are provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status. Placement of LEP students will be in the best interest of the child. A push-in/pull-out program is in place in which the EL teacher serves students. Translators are used to communicate with parents and students when needed. The school counselor is trained to identify homeless students. The LEA will provide support through the Title X program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or

any other rights as a student due to their status as homeless in accordance with the McKinney-Vento Homeless Assistance Act.

Economically disadvantaged students are identified through the completion of the application for free / reduced lunch. Students that are identified as economically disadvantaged will

have access to all programs and services without regard to economic status.

Neglected/delinquent students are identified at Moody Elementary School when contacted by one of the following sources: Department of Human Resources, Social Services, LEA Attendance Officer, local Juvenile Probation Officer, or parent. The school counselor and administrators identify possible needed services for neglected/delinquent students at Moody Elementary School. The counselor monitors grades and absences and ensures that the neglected/delinquent child has access to additional services as needed, including school supplies, food, and clothing.

MES has ABA certified teachers and para-professionals.