



ACIP

Moody Elementary School

St. Clair County Board of Education

Ms. Kathy Tice, Principal
1006 H.L. Blocker Circle
Moody, AL 35004

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	18

ACIP Assurances

Introduction 20

ACIP Assurances 21

Plan for ACIP 18-19

Overview 23

Goals Summary 24

- Goal 1: Students at Moody Elementary School will increase proficiency in Math. 25
- Goal 2: Students at Moody Elementary School will increase proficiency in Reading 25
- Goal 3: Parents at Moody Elementary School will have more opportunities to be informed and involved in their children's education. 26
- Goal 4: EL students will increase English proficiency. 27
- Goal 5: Moody Elementary School will take additional measures to increase safety. 27

Activity Summary by Funding Source 29

Stakeholder Feedback Diagnostic

Introduction 32

Stakeholder Feedback Data 33

Evaluative Criteria and Rubrics 34

Areas of Notable Achievement 35

Areas in Need of Improvement 36

Report Summary 37

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 5 Pre K classrooms, Music, Art, Gifted, and some PE's. In September of the 2018-2019 school year, Moody Elementary's population contains 850 students Pre-K through 3rd Grade and 101 staff members. The student population is made up of 31 American Indian/Alaskan Native students, 14 Asian students, 21 Multi Racial students, 686 White students, and 98 Black / African American students. 70% of Moody Elementary School students pay for lunches, 30% 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 who 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 door cameras and school-wide entry fob system.

-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 Health classes weekly for students

-5 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.

In addition a portion of a Class Size Reduction teacher is supplied through Title II funding for the school.

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

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, 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 website. A synopsis of the school's plan was published 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 on Facebook and on the website.

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		First Grade Data Second Grade Data Third Grade Data Kindergarten Data Access Data 18-19

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:

59% of Kindergarten achieved CORE on the beginning of the year assessment on Letter Naming Fluency

59% of First Grade achieved CORE on the beginning of the year assessment on Nonsense Word Fluency

75% of Second Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency

69% of Second Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency Accuracy

64% of Third Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency

62% of Third Grade achieved CORE on the beginning of the year assessment on Oral Reading Fluency Accuracy

According to the Scantron data:

56% of First Grade scored either Above Average or Average High on Reading Foundations

65% of Second Grade scored Above Average or Average High on Reading Foundations

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

Current data shows that all grades have achieved CORE (scored above 59%) in Reading according to the DIBEL's assessment. According to the Scantron assessment, first and second grades scored above the 56 percentile in Reading Foundations.

Which area(s) indicate the overall highest performance?

Current data shows that all grades have achieved CORE (scored above 59%) in Reading according to the DIBEL's assessment. According to the Scantron assessment, first and second grades scored above the 56 percentile in Reading Foundations

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

There are no true subgroups at Moody Elementary. However, this year's Scantron data shows:

First Grade - 58% of females scored Above Average and High Average in Reading Foundations.

Second Grade - 70% 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 - 58% of females scored Above Average and High Average in Math.

Second Grade - 41% of males 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?

There are no true subgroups at Moody Elementary. However, this year's Scantron data shows:

First Grade - 54% of males and 58% of females scored Above Average and High Average in Reading Foundations.

First Grade - 61% of Caucasian students and 50% of Asian or Pacific Islander students scored Above Average and High Average in Reading Foundations.

49% of Caucasian students and 75% of Multiracial students scored Above Average and High Average in Math.

Third Grade - 48% of Caucasian students and 80% of Asian or Pacific Islander students scored Above Average and High Average in Reading.

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

First Grade - 61% of Caucasian students and 50% of Asian or Pacific Islander students scored Above Average and High Average in Reading Foundations. 59% of First Grade students achieved CORE on DIBELS assessment

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?

Current data shows:

DIBEL's assessment:

Kindergarten - 26% of students were Intensive in Letter Naming Fluency.

Scantron assessment:

First Grade - 56% of students scored Average Low and Below Average in Math

Second Grade - 61% of students scored Average Low and Below Average in Math

Third Grade - 53% of students scored Average Low and Below Average in Math.

Current data shows:

All EI students scored below the 4.8 benchmark.

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

Current data shows in First - Second Grades over 61% of students scored Average Low and Below Average in Math.

Due to the fact that assessments have changed either

Current data shows:

All EI students scored below the 4.8 benchmark.

Which area(s) indicate the overall lowest performance?

Current data shows in First - Third Grades over 53% of students scored Average Low and Below Average in Math.

Current data shows:

All EI students scored below the 4.8 benchmark.

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

There are no true subgroups at Moody Elementary School. However, current data shows:

Third Grade - 57% of males scored Average Low and Below Average in Math

First Grade - 25% of Multiracial students scored Average Low or Below Average in Math

ACIP

Moody Elementary School

Second Grade - 80% of Multiracial students scored Average Low and Below Average in Math

Third Grade - 100% 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.

Current data shows:

All EI students scored below the 4.8 benchmark.

Between which subgroups is the achievement gap becoming greater?

There are no true subgroups at Moody Elementary School. However, current data shows:

First Grade - 51% of Caucasian students as compared to 75% of Hispanic students scored Average Low and Below Average in Math.

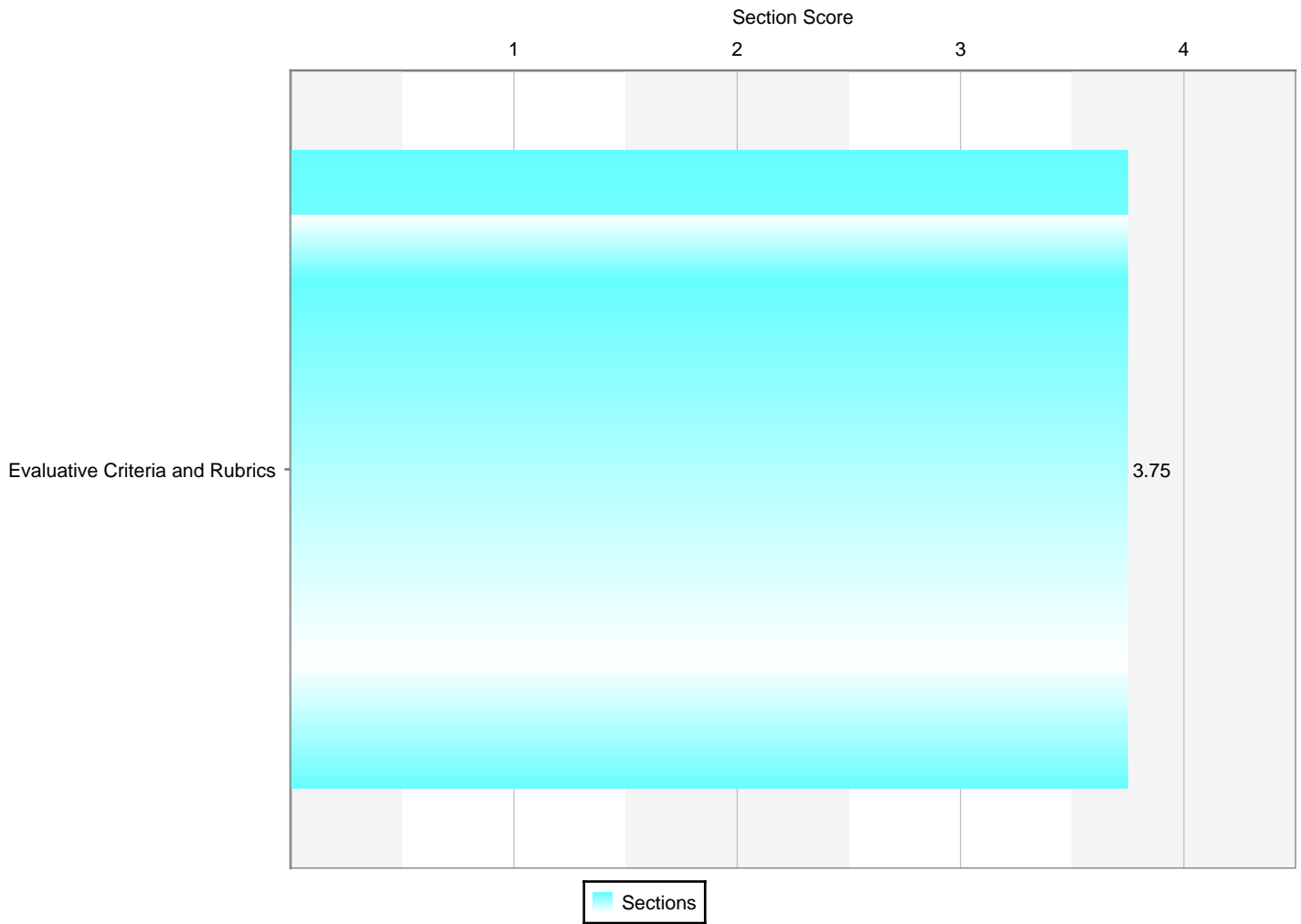
Second Grade - 58% of Caucasian students as compared to 80% of Multiracial students scored Average Low and Below Average in Math.

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

At this time there is no other data to compare.

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, 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	See attachment	CIP 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	See Attachment	#2 Assurances

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	See attachment.	#3 Assurances

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		#4 Assurances

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 18-19

Overview

Plan Name

Plan for ACIP 18-19

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: 2 Activities: 2	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	EL students will increase English proficiency.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	Moody Elementary School will take additional measures to increase safety.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$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 05/24/2019 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	09/04/2018	05/24/2019	\$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 05/24/2019 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	09/04/2018	05/24/2019	\$0	No Funding Required	Teachers, Instructional Partner, and Administration

Strategy 2:

Increase exposure to literature - Teachers will increase the amount of student exposure to literature and books through the curriculum, through the use of Accelerated Reader program, and through the integration of digital books.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Best Practices

Activity - Increased exposure to literature and books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the exposure of students to literature and books.	Academic Support Program	09/04/2018	05/24/2019	\$0	No Funding Required	Teachers Administration Library Media Specialist

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 05/24/2019 as measured by meeting notes, event flyers, and increased satisfaction as seen on surveys..

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 events will be held throughout the year addressing academics as well as to provide relationship building between school staff and parents.	Parent Involvement	09/01/2018	05/24/2019	\$0	No Funding Required	Teachers, Instructional Partners, Interventionists, Library Media Specialist, and Administrators

Activity - Website / Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Moody Elementary School

The school's website and Facebook page will be updated regularly to provide information concerning the school and parenting events. Newsletters and other information will be posted monthly containing any information relevant to parents.	Parent Involvement	09/01/2018	05/24/2019	\$0	No Funding Required	Technology Contact, Administrator s, teachers
Activity - Updated Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational videos will be posted on the school's website and Facebook page monthly to provide parents with information concerning the school, staff, and instruction.	Parent Involvement	09/04/2018	05/24/2019	\$300	Booster Fund	Teachers, Administrator s, Technology Contact

Goal 4: EL students will increase English proficiency.**Measurable Objective 1:**

33% of English Learners students will demonstrate a proficiency by increasing .5 in English Language Arts by 05/17/2019 as measured by 2019 ACCESS test.

Strategy 1:

WIDA Standards - Based on the latest WIDA standards and the CCRS, a focus will be on establishing higher language vocabulary skills.

Category: Develop/Implement Learning Supports

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

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0	No Funding Required	ESOL teacher
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for sheltered instruction. LEP students can also be referred for Tier II and Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0	No Funding Required	ESOL teacher

Goal 5: Moody Elementary School will take additional measures to increase safety.**Measurable Objective 1:**

collaborate to provide a safer environment for staff, students, and parents. by 05/24/2019 as measured by an increased level of approval concerning safety as seen on surveys..

Strategy 1:

Collaboration - A group of staff, community, law enforcement, and parents will collaborate to explore ways to enhance school security.

Category: Other - Collaboration among stakeholders

Research Cited: Best Practices

Activity - Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The importance, processes, procedures, and persons involved for drills will be addressed with staff. Law enforcement will be involved in the process and in mock drills and scenarios.	Policy and Process	09/04/2018	05/24/2019	\$0	No Funding Required	Staff, Administration, Law Enforcement
Activity - Building Safety Issues	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Security measures will be increased concerning building safety including, more security on doors, improved fire alarm system, outside room recognition signs, and any other items or systems appropriate as possible.	Other - Building Maintenance	09/04/2018	05/24/2019	\$0	No Funding Required	Administration
Activity - Visitor Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The process for parent and community visitors will be amended to better suit the school.	Policy and Process	09/04/2018	05/24/2019	\$0	No Funding Required	Staff Administration

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
Increased exposure to literature and books	Teachers will increase the exposure of students to literature and books.	Academic Support Program	09/04/2018	05/24/2019	\$0	Teachers Administration Library Media Specialist
Website / Newsletter	The school's website and Facebook page will be updated regularly to provide information concerning the school and parenting events. Newsletters and other information will be posted monthly containing any information relevant to parents.	Parent Involvement	09/01/2018	05/24/2019	\$0	Technology Contact, Administrators, teachers
Parenting Nights	Several parenting events will be held throughout the year addressing academics as well as to provide relationship building between school staff and parents.	Parent Involvement	09/01/2018	05/24/2019	\$0	Teachers, Instructional Partner, Interventionists, Library Media Specialist, and Administrators
Building Safety Issues	Security measures will be increased concerning building safety including, more security on doors, improved fire alarm system, outside room recognition signs, and any other items or systems appropriate as possible.	Other - Building Maintenance	09/04/2018	05/24/2019	\$0	Administration
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	09/04/2018	05/24/2019	\$0	Teachers, Instructional Partner, and Administration
Vocabulary Instruction	Provide students with supports of visual, sensory, and interactive representations of vocabulary to increase real life connections with content.	Academic Support Program	09/04/2018	05/10/2019	\$0	ESOL teacher
Drills	The importance, processes, procedures, and persons involved for drills will be addressed with staff. Law enforcement will be involved in the process and in mock drills and scenarios.	Policy and Process	09/04/2018	05/24/2019	\$0	Staff, Administration, Law Enforcement
Visitor Security	The process for parent and community visitors will be amended to better suit the school.	Policy and Process	09/04/2018	05/24/2019	\$0	Staff Administration

ACIP

Moody Elementary School

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	09/04/2018	05/24/2019	\$0	Teachers, Instructional Partner, and Administration
Intervention	All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for sheltered instruction. LEP students can also be referred for Tier II and Tier III intervention.	Academic Support Program	09/04/2018	05/17/2019	\$0	ESOL teacher
Total					\$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Updated Information	Informational videos will be posted on the school's website and Facebook page monthly to provide parents with information concerning the school, staff, and instruction.	Parent Involvement	09/04/2018	05/24/2019	\$300	Teachers, Administrator s, Technology Contact
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		Faculty Survey Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

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 opportunities for parent participation in the school with the average score being a 4.75 for parents and 4.74 for staff out of 5 with 5 being "strongly agree".

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 with an average score of 4.58 for parents and 4.72 for staff out of a possible 5 points with 5 being "strongly agree".

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

The survey statement concerning opportunities for parental involvement is consistent with the information shared at grade level meetings with staff members and in conversations with parents.

Areas in Need of Improvement

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

The survey statement concerning school safety had the lowest average parent and staff approval with the average parent score being a 4.08 and the average staff score being a 3.96 out of 5 with 5 being "strongly agree".

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

The survey statement concerning school showed a trend toward decreasing stakeholder satisfaction with the average parent score being a 4.08 and the average staff score being a 3.96 out of 5 points with 5 being "strongly agree". .

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 providing a safe environment for the staff and students. However, both staff and parents after discussions were held, realize the need for ever increasing measures concerning school safety. This concern lead to their lower level of satisfaction in this area.

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

