

Moody Elementary School
 White Hall School District
 2021-2022 School Improvement Plan

Our Mission:

- Our mission is to Teach Tomorrow, Today. Moody Elementary strives to provide a safe, loving, and positive environment that uplifts students' self-confidence to cultivate their ability to succeed academically and in life.

Priority #1 Literacy	
Improvement Plan Focus Area: Implement SoR Instruction in K-5 Classrooms	
<p>Building Level Data: STAR EARLY LITERACY achievement 52.4 %. STAR READING achievement: District Benchmark: 62.4%; State Benchmark: 41.6%/Growth 66.8% 2021 ACT ASPIRE DATA: Moody Elementary School English: 79% Exceeding or Ready Level Reading; 47% Exceeding or Ready Level 3rd Grade English: 80% Exceeding or Ready Level 3rd Grade Reading: 39% Exceeding or Ready Level 4th Grade English: 77% Exceeding or Ready Level 4th Grade Reading: 43% Exceeding or Ready Level 5th Grade English: 84% Exceeding or Ready Level 5th Grade Reading: 58% Exceeding or Ready Level</p>	
<p>Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i></p> <ul style="list-style-type: none"> • Complete SoR Training and Assessment • Implement SoR Approved Curriculum (Tier 1) (Benchmark Workshop) • Implement SoR Approved Interventions for Tier 2 and 3 • Implement Assessment Process for all K- 	<p>Team Member(s) Responsible:</p> <ul style="list-style-type: none"> • Building Principal: Tim Atkinson • Building Level Counselor: Kim Gober • Assistant Superintendent: Debbie Jones • Dyslexia Interventionist: Crystal Walden • Title I: Windy Cantwell • Speech Pathologist: Ricci Ratliff and Andrea Jobe • Classroom Teachers

5 students	
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> • STAR Early Literacy achievement/growth rate will increase by 3% by May 2022. • STAR Reading achievement/growth rate will increase by 3% by May 2022. • ACT ASPIRE achievement will increase by . 	

Priority #1 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<p>ALL K-5 teachers will complete Phase 1 of SoR Proficiency Pathway A or C during the 2021-22 school year.</p> <p>Note: All returning K-5 teachers have completed phase 1 of Pathway A or C. New hires and position changes will begin this pathway to meet the requirements.</p>	<p>Principal- Tim Atkinson</p> <p>Assistant Superintendent- Debbie Jones</p> <p>Classroom Teachers</p>	<p>July 2021-June 2022: Complete days 1-6 of RISE K-5 at ARESC for Awareness (any new hire or position change)</p>	<p>ARESC Literacy</p> <p>Look Fors</p>	<p>Attendance Records via escWorks</p> <p>Implementation of Learned Information</p> <p>Classroom Observation and WalkThroughs</p>
<p>ALL K-5 teachers who have completed Phase 1 of a SoR Proficiency</p>	<p>Principal- Tim Atkinson</p>	<p>August 2021-May 2024: Phase 2- All Teachers will be assessed by the SoR</p>	<p>ARESC Literacy</p> <p>Look Fors</p>	<p>Implementation of Learned Information</p>

Pathway A or C will be observed by an SoR Assessor.		assessor for proficiency	Smart Cards Benchmark Workshop Curriculum	Classroom Observation and Walk-Throughs Dibels Next STAR Literacy Assessments STAR Custom Assessments PAST
Implement SoR Approved Curriculum (Tier 1) Phonology Phonics Vocabulary Comprehension Fluency	Assistant Superintendent- (purchase) Debbie Jones Principal- Tim Atkinson All Teachers:	July 2021- Online Professional Development from Benchmark Workshop August 2021- Professional Development from Benchmark Workshop September 2021-May 2021- Implementation and ongoing support from Benchmark workshop and ARESL literacy specialists	A combination of Heggerty and Kilpatrick's PAST assessment along with the one minute drills will provide phonological instruction, practice and intervention. Benchmark Workshop Curriculum will address the areas of Phonics, Vocabulary, Comprehension, and Fluency Benchmark Workshop PD ARESL Literacy Specialists	Implementation of Learned Information Classroom Observation and Walk-Throughs Dibels Next STAR Literacy Assessments STAR Custom Assessments PAST
Implement SoR Approved Interventions for Tier 2 and 3	Classroom Teachers Title I- Windy Cantwell	August 2021-May 2022	Benchmark Workshop Tier 2 Lesson Plans Benchmark Workshop	Benchmark Workshop Assessments Dibels Next STAR Literacy

			<p>Tier 3 Lesson Plans</p> <p>Kilpatrick Equipped for Reading Success/One Minute Drills</p>	<p>Assessments</p> <p>STAR Custom Assessments</p> <p>PAST</p> <p>One Minute Drills</p> <p>SIT meetings</p>
<p>Implement Assessment Process for all K-5 students for dyslexia screening, level 1 assessments, and level 2 assessments</p>	<p>Dyslexia Interventionists</p> <p>Crystal Welden</p> <p>Dawn Sullivan</p> <p>Windy Cantwell</p> <p>Classroom Teachers</p>	<p>Dyslexia Screening completed by: K-December 2021</p> <p>Grades 1 & 2-September 1 2021.</p> <p>August 2021-May 2022 for Grades 3-5 for students showing reading difficulties.</p>	<p>Decision Making Tree</p> <p>Level 1- PAST; ScholasticCore Phonics;Survey; San Diego Quick Check (Word Recognition)</p> <p>Level 2-CTOPP;GORT-5; TWS; Woodcock Reading Mastery.</p>	<p>Dibels Next</p> <p>LNF</p> <p>NWF</p> <p>PSF</p> <p>FSF</p> <p>ORF</p> <p>AR RAN</p> <p>DSA</p> <p>STAR Literacy Assessments</p> <p>STAR Custom Assessments</p> <p>PAST</p> <p>SIT meeting</p>

Priority #2 (Math)

Improvement Plan Focus Area: Identify and Emphasize Essential Math Standards by Grade Level. Identifying a Pattern of Weakness of Particular Essential Standard and Create Interventions.

Building Level Data:

2020-2021 Renaissance Data

STAR MATH-Achievement: District Benchmark: 70.8%/growth 69.9%; State Benchmark- 53.4%

ACT ASPIRE Data:

Moody Elementary School

Math: 47% Exceeding or Ready Level

3rd Grade Math: 53% Exceeding or Ready Level

4th Grade Math: 33% Exceeding or Ready Level

5th Grade Math: 57% Exceeding or Ready Level

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Identify Essential Standards through data disaggregation by grade level that identifies low student achievement.
- Address the identified standards during grade level instruction.
- Implement Tier 2 & Tier 3 grade level interventions.
- Ensure vertical alignment regarding identified essential standards.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- STAR MATH Achievement/Growth rate will increase 3% by May 2022
- ACT ASPIRE Math Achievement will increase in grades 3-5.

Team Member(s) Responsible:

- Building Principal: Tim Atkinson
- Classroom Teachers
- Assistant Superintendent: Debbie Jones
- Title I: Stephanie McDaniel
- Building Counselor: Kim Gober

Priority #2 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<ul style="list-style-type: none"> Identify Essential Standards through data disaggregation by grade level to identify areas of low student achievement. 	Principal- Tim Atkinson Classroom Teachers Title I- Stephanie McDaniel	August 2021. 3-5 Math Data Disaggregation with ARESC. K-2 Data Disaggregation on campus. August 2021- PD for implementation of STAR CUSTOM	ARES- Math Specialist Renaissance Trainers Teacher Leaders	STAR MATH STAR CUSTOM Teacher Created Formative Assessments
<ul style="list-style-type: none"> Address the identified standards during grade level instruction. 	Principal- Tim Atkinson Classroom Teachers	August 2021-May 2022	My Math Curriculum will address the standards. Renaissance Freckle Math	Classroom Observation & Classroom Walkthroughs STAR MATH STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments Teacher Created Formative Assessments SIT Meetings

<ul style="list-style-type: none"> Implement Tier 2 and Tier 3 grade level interventions. 	Principal- Tim Atkinson Classroom Teachers Title I Math- Stephanie McDaniel	August 2021-May 2022	Tier 2- Targeted Small Group Instruction. Tier 3- Targeted Small Group Instruction. FRECKLE MATH (Renaissance)	Classroom Observation & Classroom Walkthroughs STAR MATH STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments SIT Meetings
<ul style="list-style-type: none"> Ensure Vertical Alignment regarding identified essential standards. 	Principal- Tim Atkinson Classroom Teachers Title I Math- Stephanie McDaniel	August 2021-May 2022	PLC Topics for K-2 & 3-5 teachers/staff. To discuss standards and plan approaches address the needs of each grade level. ARESC Math Specialists Professional Development August 2021	Classroom Observation & Classroom Walkthroughs STAR MATH STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments SIT Meetings

Priority #3 (Social and Emotional)

Improvement Plan Focus Area: School Culture and Climate

Building Level Data:

2020-2021 ADA/ADM for Moody Elementary was 93% this is a 2% decrease from 2019-2020.

2020-2021 Students w/o Discipline Report shows 73 % of students w/o discipline. This is a 4% decrease from 2019-2020.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Professional Development for teachers and staff: G.U.I.D.E. for LIFE

Team Member(s) Responsible:

- Building Level Counselors: Kim Gober
- Building Level Principal: Tim Atkinson

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- Staff will be aware of a 5-step process that will help develop Growth, Understanding, Interacting, and Decision making and Empathy.

Priority #3 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Counselor will train teachers on the G.U.I.D.E for Life.	<ul style="list-style-type: none"> ● Building Level Counselors: Kim Gober ● Building Level Principal: Tim 	2021-2022 School Year	ADE G.U.I.D.E. for Life	Feedback from teachers, counselors, and administrators.

	Atkinson			
Teachers will implement the G.U.I.D.E For Life skills through day to day interactions with students.	Grade Level Teachers	2021- 2022 School Year	ADE G.U.I.D.E For Life	Feedback from teachers through a number of monthly office referrals.
Counselors will implement the Too Good for Violence Program	Building Level Counselor: Kim Gober	2021- 2022 School Year	Too Good for Violence Program	Number of counselor referral

Priority #4

Improvement Plan Focus Area: School Culture and Climate

Building Level Data:

2020-2021 ADA/ADM for Moody Elementary was 93% this is a 2% decrease from 2019-2020.

2020-2021 Students w/o Discipline Report shows 73 % of students w/o discipline. This is a 4% decrease from 2019-2020.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Increase student engagement by addressing absenteeism.
- Increase student engagement by decreasing lost instructional time due to disciplinary actions.

Team Member(s) Responsible:

- Building Principal: Tim Atkinson
- Classroom Instructors
- Building Level Counselors: Kim Gober
- Assistant Superintendent: Debbie Jones

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- Increase student attendance by 3% for the 2021-2022 school year.
- Increase students w/o discipline by 5% for the 2021-2022 school year.

Priority #4 Actions

Action to Address the Root Case & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Communicate to parents and students the importance of school attendance and how it is	Principal- Tim Atkinson Counselor- Kim Gober	August 2021-May 2022	Open House Parent Meeting. Parental Involvement	Monitor ADA/ADM report at 4 ½ & 9 week intervals.

connected to student achievement.	Classroom Teachers Secretary-Megan Reed Nurse-Kelly Andrews		Newsletters focusing on attendance. DESE letter to parents focusing on attendance. Student meetings to discuss how attendance affects our school grade.	
Address chronic absenteeism with the parents of students individually.	Principal- Tim Atkinson Counselor- Kim Gober Classroom Teachers	August 2021-May 2022	Phone calls to parents of students that are absent. Address Excessive Tardies with parents. Send letters regarding absenteeism at the 4 & 8 day threshold.	Monitor ADA/ADM report at 4 ½ & 9 week intervals.
Address behaviors that are causing multiple student disciplines.	Principal- Tim Atkinson Counselor- Kim Gober Classroom Teachers	August 2021-May 2022	Monitor discipline frequency by grade level through Individual Behavioral Ladder. Create relationships with students/parents that have multiple disciplines. #BELIEVETHEDREAM document. Moody Student, Teacher, and Parent Pledge agreement. MOODY P.R.I.D.E. Moody Student	Classroom Observations & Walkthroughs TESS Observations Monitor discipline frequency reports at 4 ½ & 9 week intervals.

			Expectations	
Implement practices in the classroom that will discourage misbehavior and equip staff to handle discipline in the classroom.	Principal- Tim Atkinson Counselor- Kim Gober Classroom Teachers	August 2021-May 2022	Create & implement a consistent discipline action plan for K-2 & 3-5. Classroom Positive Behavior System Behavior Ladder Individualized Plan created by teacher, parent, counselor and admin. ARESC Staff for PLC's in areas of need.	Classroom Observations & Walkthroughs TESS Observations Monitor discipline frequency reports at 4 ½ & 9 week intervals.