

# Our Direction

**Moody Elementary School**

**Date of Report: 7/30/2019**

## **Vision:**

Moody Elementary exists to serve the needs and interests of students by providing educational programs that have a positive impact on the families and businesses within their community.

## **Values:**

In order to provide an environment conducive for student success and growth, Moody Elementary possesses a nurturing and caring spirit. Moody Elementary also displays qualities of dependability.

## **Mission:**

The mission of Moody Elementary is to provide a safe learning environment in which all students may experience success and growth.

## **Goals:**

- Goal 1: Moody Elementary students will develop and improve punctuality skills to promote success and growth.

### **Performance Measure(s)**

Performance Indicator: The White Hall School District ADA/ADM report beginning with the 2016-2017 school year will be utilized to monitor student absenteeism by showing a 1% increase annually in students' attendance rate.		
Data Source: ESchool	Baseline Year: 2017	Baseline: 0.9365
Target Date: 2018	Target: 0.9465	Actual: 0.9331
Target Date: 2019	Target: 0.9431	Actual: 0.9251
Target Date: 2020	Target: 0.9351	Actual:

- Goal 2: Moody Elementary students will improve literacy skills by scoring At/Above Benchmark on the STAR Early Literacy Test.

**Performance Measure(s)**

Performance Indicator: Moody First Grade students will show a 2% + increase annually in the percentage of students scoring At/Above 40 PR on the STAR Early Literacy Test.

Data Source: Renaissance Learning: Screening Report-School Benchmark	Baseline Year: 2018	Baseline: 0.72
Target Date: 2019	Target: 0.74	Actual: 61
Target Date: 2020	Target: 0.63	Actual:
Target Date: 2021	Target: 0.65	Actual:

Performance Indicator: Moody Kindergarten students will show a 2% + increase annually in the percentage of students scoring At/Above 40 PR on the STAR Early Literacy Test.

Data Source: Renaissance Learning: Screening Report-School Benchmark	Baseline Year: 2018	Baseline: 0.55
Target Date: 2019	Target: 0.57	Actual: 0.72
Target Date: 2020	Target: 0.74	Actual:
Target Date: 2021	Target: 0.76	Actual:

- Goal 3: Moody Elementary students will improve math skills by scoring At/Above Benchmark on the STAR Math Test.

**Performance Measure(s)**

Performance Indicator: Moody Elementary First Grade students will show a 2% + increase annually in the percentage of students scoring At/Above 40 PR on the STAR Math Test.

Data Source: Renaissance Learning: Screening Report-School Benchmark	Baseline Year: 2018	Baseline: 0.8
Target Date: 2019	Target: 0.82	Actual: 0.83
Target Date: 2020	Target: 0.85	Actual:
Target Date: 2021	Target: 0.87	Actual:

Performance Indicator: Moody Elementary second grade students will show a 2% + increase annually in the percentage of students scoring At/Above 40 PR on the STAR Math Test.

Data Source: Renaissance Learning: Screening Report-School Benchmark	Baseline Year: 2018	Baseline: 0.89
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Target Date: 2019	Target: 0.91	Actual: 0.84
Target Date: 2020	Target: 0.86	Actual:
Target Date: 2021	Target: 0.88	Actual:

- Goal 4: Moody Elementary students will improve literacy skills by scoring At/Above Benchmark on the STAR Reading Test.

**Performance Measure(s)**

Performance Indicator: Moody Second grade students will show a 2% + increase annually in the percentage of students scoring At/Above 40 PR on the STAR Reading Test.		
Data Source: Renaissance Learning: Screening Report-	Baseline Year: 2018	Baseline: 0.75
Target Date: 2019	Target: 0.77	Actual: 0.95
Target Date: 2020	Target: 0.97	Actual:
Target Date: 2021	Target: 0.99	Actual:

- Goal 5: Moody Elementary students will improve literacy skills on the ACT ASPIRE Test.

**Performance Measure(s)**

Performance Indicator: Moody Elementary third, fourth, and fifth grade students will show a 2% + increase annually in achievement in English Language Arts (ELA)		
Data Source: ESEA School Report	Baseline Year: 2018	Baseline: 0.6126
Target Date: 2019	Target: 0.6326	Actual: 0.5733
Target Date: 2020	Target: 0.5933	Actual:
Target Date: 2021	Target: 0.6133	Actual:
Target Date:	Target:	Actual:

- Moody Elementary students will improve math skills on the ACT ASPIRE test.

**Performance Measure(s)**

Performance Indicator: Moody Elementary third, fourth, and fifth grade students will show a 2% + increase annually in achievement in the area of Math.		
Data Source: ESEA School Report	Baseline Year: 2018	Baseline: 72.25
Target Date: 2019	Target: 74.25	Actual: 0.62

Target Date: 2020	Target: 0.64	Actual:
Target Date: 2021	Target: 0.66	Actual:
Target Date:	Target:	Actual:

## Data Review:

### Needs Assessments, Accreditation Reports, Similar Feedback:

2017 ESSA School Index for Moody Elementary School:

The 2017 Overall School Index Score for Moody Elementary School is a 77.13. The three components that make up this score are: Weighted Achievement Score (80.2), Value-Added Growth Score (80/0), and School Quality and Student Success Score (60.4). The overall index score of 77.13 is within the range of a score of B as defined by the Arkansas Department of Education. The last letter grade assigned to Moody Elementary in 2015 was a letter grade of B as well. The Leadership Team will prioritize the components of the report to identify and address obvious needs of the school. <https://adedata.arkansas.gov/arc/>

Moody Elementary faculty and staff will review all available data to monitor progress and make decisions guiding instruction to improve student success.

Data includes: absentee reports, classroom assessments, report cards, ACT ASPIRE test results, Renaissance Learning test results, Dibels, ESEA Reports

2018 ESSA School Index for Moody Elementary School:

The 2018 Overall School Index Score for Moody Elementary School is a 73.08 The three components that make up this score are: Weighted Achievement Score (74.03), Value-Added Growth Score (77.88), and School Quality and Student Success Score (54.89). The overall index score of 73.08 is within the range of a score of B as defined by the Arkansas Department of Education. The last letter grade assigned to Moody Elementary in 2017 was a letter grade of B as well. The Leadership Team will prioritize the components of the report to identify and address obvious needs of the school. <https://adedata.arkansas.gov/arc/> Moody Elementary faculty and staff will review all available data to monitor progress and make decisions guiding instruction to improve student success. Data includes: absentee reports, classroom assessments, report cards, ACT ASPIRE test results, Renaissance Learning test results, Dibels, ESEA Reports

### Student Outcome Data:

Moody Elementary teachers and Leadership Team will utilize the following data to identify student needs and guide instruction:

absentee reports, classroom assessments, report cards, ACT ASPIRE test results, Renaissance Learning test results, Dibels, ESEA Reports

Renaissance assessments will be given at the beginning, middle, and end of the year. ACT ASPIRE testing will be conducted at the end of the year. Dibels will be given at the beginning, middle, and end of the year.

Teachers will utilize these results to identify classroom remediation for skills not mastered as well as for progress monitoring in the RTI process. The Leadership Team will utilize Growth and Summary Reports to achieve school-wide goals.

## Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

Moody Elementary School has identified 11 indicators that we believe would be of great benefit to our school. Seven of the indicators have been fully addressed. These indicators include: ID01, ID04, IF02, IF06, IF11, IH01, and II01. The remaining indicators are a work in process.

## Selected Indicators:

### Align classroom observations with evaluation criteria and professional development

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| IF02 | The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) |
| IF06 | Teachers are required to make individual professional development plans based on classroom observations.(70)  |
| IF11 | The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)                                       |

### Ensure High Quality Staff - Recruitment, Evaluation, and Retention

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| II01 | The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982) |
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### Establish a team structure with specific duties and time for instructional planning

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| ID01 | A team structure is officially incorporated into the school governance policy.(36)   |
| ID04 | All teams prepare agendas for their meetings.(39)  |
| ID07 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42) |

### Expanded time for student learning and teacher collaboration

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| IH01 | The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981) |
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### Expect and monitor sound instruction in a variety of modes

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| IIIA01 | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110) |
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### Provide a tiered system of instructional and behavioral supports and interventions

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| IIID04 | The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196) |
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### Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

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| SE01 | The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542) |
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