

Moody ISD District Improvement Plan

2017-2018

Board Approved: August 9, 2017

Latest Update: October 26, 2017

Moody ISD Mission Statement

MOODY ISD will equip students with the tools and abilities to be competitive in a global society while upholding the traditions, pride and trust of the community.

Moody ISD Vision Statement

MOODY ISD will demonstrate a firm commitment and dedication to the relentless pursuit of excellence in every level and area of education. We will recognize and value the potential for every student to become the absolute best they can be.



MOODY INDEPENDENT SCHOOL DISTRICT

GARY MARTEL

Superintendent

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Prepared by:

Belinda B Brand, PhD

Curriculum Director

Approved by Board of Trustees 08/09/2017; updated 10/26/2017

MOODY ISD DISTRICT ADVISORY COMMITTEE

Name	Role
Beth Alton	HS Teacher, Community
Stephanie Bailey	ES Teacher
Rebecca Castro	HS Teacher
James Eric Cox	MS Principal
Rose Davis	Parent, Community
Tina Eaton	ES Principal, Community
Ruth Haigood	Retired Teacher, Community
Nichole Hargrove	Parent, Community
Stacey Hubbard	MS Staff, Community
Brittany Jennings	Community
Kathryn Lynch	MS Teacher
Susie Martel	ES Teacher
Andrew Miller	HS Principal
Sherri Moody	School Nurse, HS Teacher, Parent, Community
John Pratt	Business
Tina Reynolds	MS Teacher
Leann Sanchez	Banker, Parent
Jeremy Thompson	ES Teacher
Glenn Thurman	Banker

District Goals
Approved 1/09/2014

- I. The District will exceed all state mandated goals.
- II. The District will have a budget that is aligned with the academic needs of the students,
- III. The District will have a competent faculty and staff that meets the needs of the students.
- IV. The District will collaboratively plan and communicate with parents and the community.
- V. The District will offer a curriculum that prepares students for 21st century job skills.
- VI. The District will have a comprehensive UIL academic and athletic program K – 12.

District
Needs
Assessment

2017-2018

Purpose of the Needs Assessment

Learning from our practices is a key component of a district needs assessment. Two aspects of the district needs assessment include: reflection on accomplishments and reflection on needs.

A needs assessment provides the opportunity to examine educational outcomes of students and reflect upon the alignment of district support and services. In turn, this examination leads to the establishment of performance objectives and the development of strategies and activities aligned with these objectives. This examination promotes continuous monitoring of district actions. In the end, a needs assessment can aid a district in using its resources of time, people, finances, and technology more efficiently and effectively.

The needs assessment provides a framework that:

- provides districts and schools with a clear view of their strengths, areas for improvement, challenges, and successes;
- enables a systematic review of practices, processes, and systems within a school district;
- assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action;
- guides the development of a meaningful district or school plan and suggest benchmarks for evaluation; and
- most importantly, it is a cornerstone of continuous improvement, ensuring the best possible outcomes for all students.

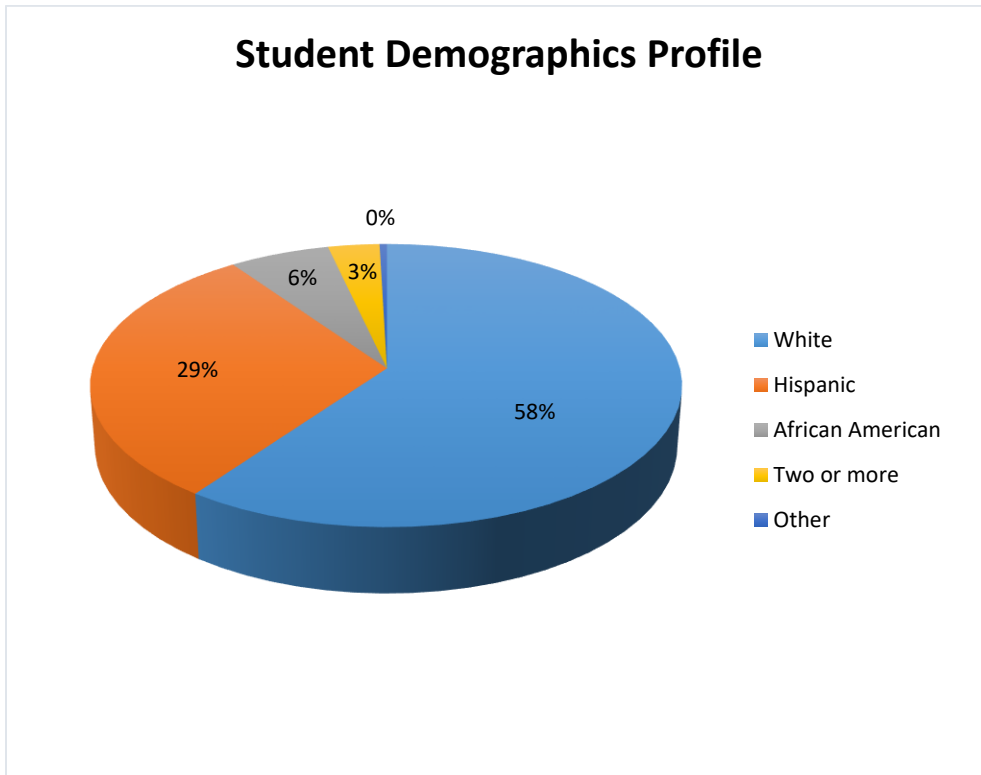
Texas Education Code – Section 11.252. District-Level Planning and Decision-Making

The district improvement plan must include provisions for:

1. a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;
2. measurable district performance objectives for all appropriate academic excellence indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment.

DISTRICT PROFILE

The student enrollment for Moody ISD in 2016 – 2017 was 669 students. These data represent a profile of the students and teachers in the District for that year.



Moody ISD Student Statistics

At Risk: 52%

Economically Disadvantaged: 69%

English Language Learners: 8%

2016 Graduation Rate: 94.1%

Career and Technical Education: 32%

Gifted and Talented Education: 4%

Special Education: 11%

Student/Teacher Ratio: 11.3

Average Daily Attendance: 96.1%

Moody ISD Teacher Profile

(Current data in Bold)

Average Years of Experience: 11.4

% with 5 or fewer Years of Experience: 37.1

Average Years with MSD: 4.7

Average Teacher Salary: \$42,029

Turnover Rate: 37.7%

Teachers with advanced degrees: 10.2%

*Not all current data are available at this time.

MOODY ISD ACCOUNTABILITY SUMMARY

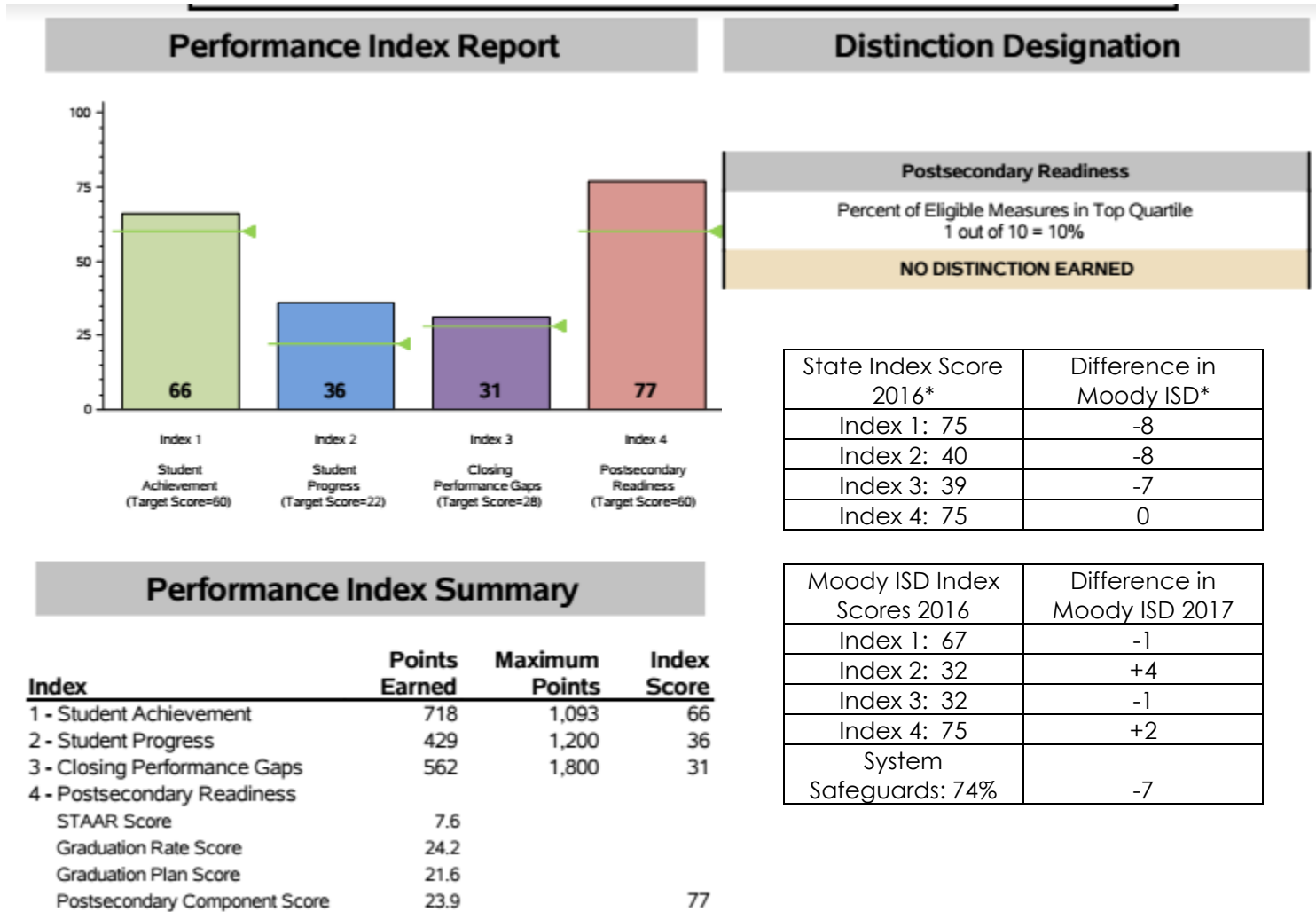
Moody ISD's final accountability ratings for the 2016 – 2017 school year released by the Texas Education Agency (TEA) was “Met Standard” in all four indices for the district under the state accountability system. These are: Index 1 – Student Performance on standardized tests; Index 2 – Student Progress; Index 3 – Closing the Performance Gap; and, Index 4 – Postsecondary Readiness. Within the accountability system, Moody ISD also met 32 out of 43 Safeguard Indicators for a score of 74%. These indicators are measured in the areas of Performance on standardized tests, Participation in the testing program, and Federal Graduation Rates for the groups All Students, two groups based on ethnicity, Economically Disadvantaged, Special Education, and English Language Learners (Current and Monitored) for Reading, Mathematics, Writing, Science, and Social Studies.

MOODY ISD ACCOUNTABILITY RATING
MET STANDARD

Met Standards on:	Did not Meet Standards on:
Student Achievement	None
Student Progress	
Closing Performance Gaps	
Postsecondary Readiness	

PERFORMANCE INDICES

Four performance indices provide a comprehensive snapshot of student performance based on state standardized testing.



Distinction Designations:

Distinction Designations are awarded to campuses based on achievement in several indicators relative to a group of 40 campuses of similar type, size, and student demographics. In 2017, the Moody High School campus was awarded three of seven possible Distinctions as being in the upper 25% of their comparison group in ELA/Reading, Mathematics, and Social Studies. The Moody Middle School earned one of seven stars for Top 25 Percent Closing Performance Gaps.

System Safeguards

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or student group is not masked in the performance index. The disaggregated performance measures and safeguard targets are calculated for performance on state standardized tests, participation in the state testing program, and graduation rates of seven student groups in Moody ISD: All Students; three ethnic groups: African American, Hispanic and White; Economically Disadvantaged, Students with Disabilities (Special Education) and English Language Learners.

System Safeguards Moody ISD Indicators Met:	
Performance Rates	14 out of 25 = 56%
Participation Rates	14 out of 14 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	32 out of 43 = 74%

Moody ISD 2017 Student Performance Data

State of Texas Assessments of Academic Readiness (STAAR) are administered in the core subject areas—reading, writing, mathematics, science, and social studies. The number of tests taken each year varies depending on the student's grade level. As the state has done for at least the past two testing programs, the passing standards are phased in. The Level II passing standards will be a multi-year process until the final standard is implemented. The phase in approach was adopted as a result of the significant increase in the rigor of the STAAR program. The phase-in will provide all districts with time to adjust instruction, provide additional staff training, and close knowledge gaps.

2017 STAAR Performance Level Descriptors:

Masters Grade Level

The student is expected to succeed in the next grade with little or no academic intervention.

Meets Grade Level

The student has a high likelihood of success in the next grade but may need some short-term, targeted academic intervention.

Approaches Grade Level

The student has met the requirements for Student Success Initiative grade promotion and graduation, and are considered to have met at least the minimum passing standard. The student is likely to succeed in the next grade with targeted academic intervention.

Does Not Meet Grade Level

The student is not likely to succeed in the next grade without significant, ongoing academic intervention. The student has not passed the assessment, and does not demonstrate sufficient understanding of the assessed TEKS.

2017 Moody ISD Overall STAAR Performance

State Average performance in this area is in parenthesis

NA indicates that these data are not available due to small numbers of students in that category

Green shading highlights areas that exceed Texas State average; Yellow shading indicates an area of concern; Orange shading indicates an area of extreme concern.

Test	All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
All Subjects							
% Approaches	66 (75)	61	58	70	61	33	41
% Meets	34 (48)	21	20	39	25	12	NA
% Masters	11 (20)	9	7	14	7	NA	NA
Reading							
% Approaches	64 (75)	61	58	70	61	33	41
% Meets	34 (48)	21	20	39	25	12	NA
% Masters	11 (19)	NA	5	15	7	NA	NA
Mathematics							
% Approaches	71 (79)	62	66	75	68	33	55
% Meets	32 (48)	28	21	38	28	NA	NA
% Masters	13 (23)	NA	8	15	10	NA	0
Writing							
% Approaches	40 (67)	NA	38	45	34	NA	NA
% Meets	18 (38)	NA	NA	23	16	NA	NA
% Masters	0 (12)	NA	NA	NA	NA	NA	NA

Test	All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Science							
% Approaches	65 (79)	73	43	73	60	25	NA
% Meets	29 (52)	NA	18	36	26	NA	NA
% Masters	6 (19)	NA	NA	7	NA	NA	NA
Social Studies							
% Approaches	84 (77)	100	82	83	78	NA	NA
% Meets	52 (51)	NA	50	57	48	NA	NA
% Masters	26 (27)	NA	27	27	20	NA	NA

Moody ISD STAAR Progress Measures

Progress Measures are reported on STAAR results when a student has valid test scores in Reading and Mathematics over a period of two consecutive years. These scores are rated as Met Progress or Exceeded Progress.

Met or Exceeded Progress	All Students	Gap	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
All Subjects Reporting Progress								
2017	57 (61)	-4	51	55	59	56	52	59
2016	55 (62)	-7	68	46	59	54	51	NA
Reading								
2017	55 (59)	-4	NA	51	57	52	NA	55
2016	49 (60)	-11	NA	42	51	49	NA	NA

Met or Exceeded Progress	All Students	Gap	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Math								
2017	60 (64)	-4	52	60	61	61	NA	63
2016	62 (63)	-1	75	NA	66	59	NA	NA

Exceeded Progress	All Students	Gap	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
All Subjects Reporting Progress								
2017	16 (19)	-3	18	13	17	14	13	19
2016	12 (17)	-5	22	5	14	11	8	NA
Reading								
2017	14 (10)	-3	NA	9	16	13	NA	17
2016	10 (16)	-6	NA	6	11	11	NA	NA
Math								
2017	18 (20)	-2	24	17	18	15	NA	20
2016	14 (17)	-3	30	NA	17	10	NA	NA

2017 Moody ISD STAAR Performance Grades 3 - 8

Reading		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Grade 3	% Approaches	70	NA	56	80	59	NA	40
	% Masters	15	NA	6	30	4	NA	0
Grade 4	% Approaches	55	NA	48	62	48	40	33
	% Masters	19	NA	5	26	12	0	11
Grade 5	% Approaches	65	60	65	63	61	50	50
	% Masters	9	0	0	10	8	0	17
Grade 6	% Approaches	57	NA	53	59	54	NA	NA
	% Masters	4	NA	5	4	3	NA	NA
Grade 7	% Approaches	69	40	73	72	72	40	67
	% Masters	17	0	9	22	13	0	0
Grade 8	% Approaches	97	100	83	76	88	87	82
	% Masters	18	20	0	24	18	19	18

Math		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Grade 3	% Approaches	63	NA	38	80	59	NA	20
	% Masters	12	NA	13	15	15	NA	0
Grade 4	% Approaches	76	NA	71	82	71	40	56
	% Masters	16	NA	5	24	7	20	0
Grade 5	% Approaches	64	20	76	63	58	10	67
	% Masters	8	0	0	10	5	0	0
Grade 6	% Approaches	66	NA	74	63	67	NA	NA
	% Masters	4	NA	11	0	5	NA	NA
Grade 7	% Approaches	73	60	73	75	69	20	83
	% Masters	17	40	9	16	13	0	0
Grade 8	% Approaches	85	NA	83	75	88	NA	NA
	% Masters	3	NA	0	0	6	NA	NA

2017 Moody ISD STAAR Performance Grades 3 – 8 (cont.)

Writing		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Grade 4	% Approaches	34	NA	29	40	30	0	11
	% Masters	0	NA	0	0	0	0	0
Grade 7	% Approaches	48	20	45	53	38	20	33
	% Masters	4	0	9	3	3	0	0

Science		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Grade 5	% Approaches	49	40	28	61	41	18	14
	% Masters	4	0	0	3	2	0	0
Grade 8	% Approaches	78	100	50	75	72	NA	NA
	% Masters	13	20	0	15	11	NA	NA

Social Studies		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
Grade 8	% Approaches	64	100	50	57	50	NA	NA
	% Masters	6	0	0	10	6	NA	NA

2017 Moody ISD STAAR Performance End of Course (EOC)

Test		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
English I	% Satisfactory	56	50	48	62	53	0	NA
	% Advanced	3	0	0	4	0	0	NA
	State Passing Rate	60/8						
English II	% Satisfactory	57	20	44	66	52	NA	NA
	% Advanced	10	0	6	11	5	NA	NA
	State Passing Rate	62/6						
Algebra I	% Satisfactory	79	86	71	81	81	44	NA
	% Advanced	24	14	7	33	16	0	NA
	State Passing Rate	82/23						
Biology	% Satisfactory	75	80	65	78	76	33	NA
	% Advanced	5	0	6	5	0	0	NA
	State Passing Rate	85/21						
US History	% Satisfactory	96	NA	94	97	93	NA	NA
	% Advanced	38	NA	38	12	28	NA	NA
	State Passing Rate	92/37						

Moody High School College Admissions Summary

		All Students	Change from last year
Participation and Results	% Tested	50.0	-1
	% above criterion	12.0	-16
Average ACT Score	Average Score	18.7	-1.5
Average SAT Score	Average Score	1407	-160

TECHNOLOGY DATA

21st Century Learning requires schools to meet the current requirements of standardized tests while also striving to achieve the 4Cs: communication, collaboration, creativity, and critical thinking. The skills needed for success in college and career are becoming increasingly complex, and schools must rise to meet new demands. Moody ISD teachers and students are surveyed twice a year on their use of technology in the classroom, access to technology, skills in the use of technology and technology environment using Clarity, a platform that uses research-based analytics to present information intended to improve student learning. The results of our latest survey indicate that the use of technology in the classroom is emerging stages of proficiency. Results of the survey also concluded that the areas of Access and Skills are at the Advanced Level while the area of Technology Environment is at the Proficient level. This table represents the Clarity data for Moody ISD compared to the state, and also the school-level data and trends.

CASE™ Score						
1058 Proficient						
BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Oct 17, 2017	1066	981	1182	1130	1084
Texas	As of Oct 17, 2017	1070	982	1180	1137	1095

Service Agency	Districts	Schools				
⊕ Expand All						
SCHOOLS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
⊕ Moody Elementary Moody Isd	Nov 7, 2016 - Nov 18, 2016	1050 ↗	926 ↗	1192 ↗	1105 ↗	1122 ↗
⊕ Moody High School Moody Isd	Nov 7, 2016 - Nov 18, 2016	1078 ↗	1004 ↗	1172 ↗	1157 ↗	1082 ↘
⊕ Moody Middle Moody Isd	Nov 7, 2016 - Nov 18, 2016	1043 ↗	953 ↗	1148 →	1132 ↗	1057 ↘

CASE™ Score Legend					
● Beginning	● Emerging	● Proficient	● Advanced	● Exemplary	

MOODY ISD NEEDS ASSESSMENT SUMMARY

Moody ISD's needs assessment identified the following specific needs:

1. **Comprehensive District Needs**
 - a. Increase student attendance
 - b. Increase teacher attendance

2. **English Language Arts (Reading/Writing) Needs**
 - a. Increase proficiency in Reading, especially among the sub-populations of students
 - b. Increase proficiency in Writing among All Students

3. **Technology Needs**
 - a. Increase instructional integration of technology with particular emphasis on student collaboration, feedback, and creativity
 - b. Increase instructional use of technology in which students create music, art, webcasts or videos to enhance student learning.

MOODY ISD 2017-2018 PERFORMANCE OBJECTIVES

District Performance Objectives based on District Goals include:

Goal #1 The District will exceed all state mandated academic goals.

- A. Moody ISD will work to exceed state student achievement averages in all tested areas and an emphasis on student growth as measured using cohort data.
- B. Moody ISD will work to improve the percentage of students who score Masters Grade Level on all STAAR tests from 2017 to 2018 results.
- C. Moody ISD will improve student performance in Writing for all students.
- D. Moody ISD will implement plans to improve its Student Attendance Rate (average daily attendance) to 96.1% to 96.4%, and teacher attendance from 96.3% to 97.3%
- E. Moody ISD will develop and implement a local Student Growth Measure for all teachers that will effectively inform its administrators and faculty on the academic growth and participation of our students.
- F. Moody ISD will continue to improve the programs that ensure student safety, health and wellness.

Goal #2 Moody ISD will have a budget that is aligned with the academic needs of the students.

- A. Moody ISD will continue to review the instructional budget of the Districts and Campuses to ensure that it is meeting the needs of the students.
- B. Moody ISD will continue to upgrade the compensation plan to retain and recruit staff.
- C. Moody ISD will review and update current facility needs and prioritize projects and needs at each campus and program to ensure that they are safe, efficient, and meeting the needs of the students.

Goal #3 Moody ISD will have a competent faculty and staff that meets the needs of the students.

- A. Moody ISD continue to recruit and retain staff that have shown competence in their assigned duties.
- B. Moody ISD will improve the time principals spend in the classroom in order to monitor instruction and classroom needs.
- C. Moody ISD will continue to improve professional development and classroom management across the district.

Goal #4 Parent and Community Communication and Planning

- A. Moody ISD will increase its opportunities for parent and community involvement in the decision-making process by continuing its town hall meetings and forming the District Advisory Committee according to the District of Innovation Plan.
- B. Moody ISD will increase its use of electronic communications with parents and the community to provide timely and accurate information on its website, social media pages and automated contact systems.

Goal #5 College and Career Readiness

- A. Moody ISD will maintain a graduation rate above 95%.
- B. Moody ISD will maintain a Career and Technical Education participation rate above 90%.
- C. Moody ISD will increase ACT/SAT participation and results through opportunities at the Middle and High Schools for student growth and preparation.
- D. Moody ISD will improve results on TSI tests by adding opportunities at the Middle and High Schools for Student growth and preparation.
- E. Moody ISD will develop and implement plans to increase the number, variety and quality of Dual Credit and Industrial Certifications that are available to high school students prior to graduation.
- F. Moody ISD will develop and implement plans to increase the effective use of technology using student-centered and technology-integrated learning.

Goal #6 Comprehensive Academic UIL and Athletic Program

- 1. Moody ISD will increase participation in and quality of boys' athletic programs while continuing to improve the girls' athletic programs.
- 2. Moody ISD will improve UIL academic participation and results across all participating grades and content.
- 3. Moody ISD will improve participation and quality of its UIL Band program.

Moody ISD
District
Improvement
Plan:
Action Items

2017-2018

GOAL #1 STUDENT ACHIEVEMENT

Objective 1A: Moody ISD will work to exceed state student achievement averages in all tested areas and an emphasis on student growth as measured using cohort data.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Monitor Unit Assessment data to identify areas of weakness in student mastery of TEKS.	Unit Assessment results in Eduphoria	At the end of each 9-week grading period	Campus Administrators, Curriculum Director	General Fund
Monitor MAP Assessment data to identify areas of general weakness and to create Intervention Groups of students on watch lists.	Data from MAP, and Benchmark data in Eduphoria/	Data studies at the beginning of the 2 nd semester and after the February Benchmark Assessment	Campus Administrators, Curriculum Director	Instructional Materials Allotment
Increase instructional time in Reading in all tested grade levels.	Data from MAP, Benchmark Data, STAAR data	Monitor at the end of each 9-weeks grading period	Campus Administrators	Title I Funding

Objective 1B: Moody ISD will work to improve the percentage of students who score Masters Grade Level on all STAAR tests from 2017 to 2018 results.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Monitor Unit Assessment data for the percentage of students who score at the higher levels of mastery.	Unit Assessment results in Eduphoria	At the end of each 9-week grading period	Campus Administrators, Curriculum Director	General Fund
Monitor MAP data to identify the students who score in the upper RIT bands and deliver enhanced, more rigorous instruction to improve Mastery.	Data from MAP	Data studies at the beginning of the 2 nd semester and after the February Benchmark Assessment	Campus Administrators, Curriculum Director	General Fund; Instructional Materials Allotment

Objective 1C: Moody ISD will improve student performance in Writing for All Students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Evaluate growth in student writing.	Scores on class essays using STAAR rubrics	At the end of each 9-week grading period	Campus Administrators, Curriculum Director	General Fund
Evaluate growth writing by using MAP language assessments, Benchmarks	MAP scores; Benchmark scores in Eduphoria	Twice every 9-weeks	Campus Administrators, Curriculum Director	General Fund, Instructional Materials Allotment

Objective 1D: Moody ISD will implement plans to improve its Student Attendance Rate (average daily attendance) to 96.1 to 96.4%, and teacher attendance from 96.3% to 97.3%

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Campus principals will implement plans for rewarding students for perfect attendance.	BLAST attendance increases; 9-week attendance data from PEIMS	Monitor each 9-weeks grading period	Campus administrators, Curriculum Director ACE Coordinator	General Funds, ACE
Campus principals will implement plans for rewarding teachers for perfect attendance.	Time Clock data	Review each 9-weeks	Campus Principals	General Funds

Objective 1E: Moody ISD will develop and implement a Local Student Growth Model that will effectively inform its staff and parents on the academic growth and participation of our students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Use MAP data along with other data sources developed by teachers to generate growth data in all content areas and grades for each student of Moody ISD.	MAP; Teacher growth data	End of each 9-weeks	Principals and Staff; Curriculum Director	General Fund; Instructional Materials Allotment

Objective 1F: Moody ISD will continue to improve the programs that ensure student safety, health and wellness.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Continue to use Region 10 Compliance Courseware to ensure proper training for instructional and general staff in student safety, suicide prevention, child abuse, Students with disabilities, Teen dating violence and other topics.	Staff PD records in Eduphoria.	Completed by September 1, 2017	Curriculum Director, Principals	General Fund
Hire a consultant to deliver training to all staff on Bullying Prevention and Sexual Harassment	Sign-In Sheets and Training materials	Completed by September 1, 2017	Curriculum Director	General Fund
Implement CATCH curriculum in grades K – 8 for Coordinated School Health Program	Catch Materials received and lesson plans to document their use.	Monitor each 9 – weeks period	MMS and MES Principals	Instructional Materials Allotment

GOAL #2 FISCAL RESPONSIBILITY

Objective 2A: Moody ISD will continue to review the instructional budget of the Districts and Campuses to ensure that it is meeting the needs of the students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Instructional Leadership Team (principals and Curriculum Director) will review and monitor the use of instructional materials to ensure the best use of our resources to meet the needs of our students.	Staff surveys; walk-through observations; PLC meeting notes	Yearly survey of teachers on needed resources; instructional leadership team meetings in Spring 2018	Curriculum Director, Campus Administrators	General Fund

Objective 2B: Moody ISD will continue to upgrade the compensation plan to retain and recruit staff.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Compensation Committees on each campus will make recommendations to the Superintendent to improve the Compensation Plan for 2018-2019.	Staff surveys; Compensation Committee Meeting Notes	Yearly survey of teachers; Recommendations acted on in Spring 2018	Superintendent	General Fund
Each campus administrator will host events using their faculty morale budget that will honor the work that teachers on their faculty do.	List of events	Year-round	Campus Administrators	General Fund
Each campus administrator will as much as possible plan and schedule after-school programs that value the time of his/her faculty.	Programs are scheduled using a flex-time model as much as possible	Year-round	Campus Administrators	General Fund
Moody ISD will survey existing teachers on their job satisfaction and other factors to determine what changes can be made to improve teacher retention.	Survey Results	December 2017	Curriculum Director	General Fund
Moody ISD will train a cadre of teachers presently serving ELL students to increase capacity of teachers with ESL certification.	Completion of ESL Supplemental Certification	May 2018	Curriculum Director	Bilingual/ESL Allotment

Objective 2C: Moody ISD will review and update current facility needs and prioritize projects and needs at each campus and program to ensure that they are safe, efficient, and meeting the needs of the students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
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Moody ISD Leadership team will review and maintain the Facility Needs and Projects document created in 2016-2017 school year.	Leadership Team Meeting Notes and Review with Board of Trustees	Continuous monitoring of Facility Needs and Projects	Superintendent and Maintenance Director	General Fund
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GOAL #3 HIGHLY QUALIFIED FACULTY

Objective 3A: Moody ISD continue to recruit and retain staff that have shown competence in their assigned duties.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Campus principals will anticipate staffing needs by January 2018 and post potential job openings	HR Website	January 2018	Principals; HR Director	General Fund
Principals and Curriculum Director will attend local Job Fairs to recruit potential teachers.	Collection of resumes of potential teachers.	Spring 2018	Principals; Curriculum Director	General Fund
Campus administrators will contact members of Teacher Training Programs through Region 12 and local colleges to begin recruiting new hires.	Log of contacts to Teacher Training Programs and teachers	Beginning January 2018	Campus administrators	General Fund
Principals will use the T-TESS Framework to determination of professional growth of teaching staff.	T-TESS data	May 2018	Campus Principals	General Fund

Objective 3B: Moody ISD will improve the time principals spend in the classroom to monitor instruction and classroom needs.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Principals will increase the time spent monitoring classroom instruction from 13.8% to 30%.	Minutes of Committee meetings	Prior to January 2017	Principals and Curriculum Director	General Fund

Objective 3C: Moody ISD will continue to improve professional development and classroom management across the district.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Summer and August professional development will be planned according to the needs of each campus and the teachers and the District.	Teacher PD Survey; District and Campus Improvement Plans; T-TESS appraisals from the previous year	Year-round	Campus Administrators	General Fund
Principals will use the T-TESS framework to monitor teachers in the use of classroom management techniques to improve student engagement and achievement.	T-TESS Walkthrough data	Monitor each 9-weeks	Campus Principals	General Fund

GOAL #4 PARENT AND COMMUNITY COMMUNICATION AND PLANNING

Objective 4A: Moody ISD will increase its opportunities for parent and community involvement in the decision-making process by continuing its town hall meetings and forming the District Advisory Committee according to the District of Innovation Plan.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
District Advisory Committee consisting of parents, business leaders, administrators and teachers will be formed to advise the District on its objectives, actions, student health and to	Agendas, Sign-In Sheets, Meeting Notes	Meet at BOY, MOY, and EOY	Campus Administrators, Curriculum Director	General Fund

evaluate Student and Community Involvement.				
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Objective 4B: Moody ISD will increase its use of electronic communications with parents and the community to provide timely information on its website, social media pages and automated contact systems.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Moody ISD will hold open Town Hall Meetings intended to communicate information on District Programs and on the achievements of the students of Moody ISD. In addition, these meetings will be used to take suggestions from parents on how to improve the overall educational program of the District.	Meeting Minutes, agendas, sign-in sheets	At the end of each 9 weeks	Superintendent, Curriculum Director, Campus Principals	General Fund
Moody ISD will increase the use of the website, social media, and automated contact systems to keep parents informed of upcoming events in the District.	Logs of website and Facebook updates, Reports of School Messenger	Year-round	Curriculum Director, Campus Principals, Superintendent	General Fund

GOAL #5 COLLEGE AND CAREER READINESS

Objective 5A: Moody ISD will maintain a graduation rate above 95%.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
High School Counselor will create and monitor graduation plans for all high school students.	100% of high school students have a graduation plan on file; Counselor will meet with students to monitor their	BOY, MOY, EOY	High School Counselor, High School Principal	General Fund

	progress toward graduation and will update those plans as needed.			
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Objective 5B: Moody ISD will maintain a Career and Technical Education Participation Rating above 90%.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Additional CTE Programs and opportunities for certifications will be offered and more certifications will be earned by high school students.	More options for student certification in business and industry will be offered to students.	Plans will be made at BOY, certifications made available by MOY, monitoring by EOY.	CTE faculty, HS Principal	CTE funds

Objective 5C: Moody ISD will increase ACT/SAT participation and results through opportunities at the Middle and High Schools for student growth and preparation.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
High School Counselor and Principal will plan to facilitate more students to register to take the ACT/SAT and provide opportunities for test preparation using Edgenuity online prep materials along with other strategies.	Percentage of eligible students signing up for ACT/SAT will increase; the average score on ACT/SAT will increase.	Ongoing through the 2017-2018 whenever the test registration deadlines are approaching.	HS Counselor, HS Principal	HS Allotment funds

Objective 5D: Moody ISD will increase TSI participation and results through opportunities at the Middle and High Schools for student growth and preparation

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source

All eligible students will take the TSI; HS counselor will explore the possibility of MHS becoming a test location.	Emails/contact logs of those who can make the approval of MHS as a test location	Beginning Fall 2017	HS Counselor; HS principal	HS Allotment funds
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Objective 5E: Moody ISD will develop and implement plans to increase the number, variety and quality of Dual Credit and Industrial Certification that are available to high school students prior to graduation.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
High School Counselor and Principal will plan with local colleges and technical schools to offer additional opportunities for high school students to earn Dual Credit and/or Technical certifications.	Additional opportunities for Dual Credit and Technical Certifications through local colleges and technical schools will be offered to high school students; more students will participate in the Dual Credit and Technical Certifications program at Moody High School	Plans will be made at BOY, certifications made available by MOY, monitoring by EOY.	HS Counselor, HS Principal	HS Allotment funds

Objective 5F: Moody ISD will develop and implement plans to increase the effective use of technology using student-centered and technology-integrated learning.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Implement innovative teaching strategies using available technology resources.	Increase in SAMR Score on Walkthrough Document	Each 9-weeks grading period	Campus Administrators, Curriculum Director, ACE Coordinator	General Fund
Facilitate technology integration by providing teacher/staff with professional development on student use of collaboration, analysis, content and creativity.	CPE's for technology PD; Increase in percentage of reported use of teaching strategies involving technology (BrightBytes Survey)	BOY, EOY	Campus administrators, Curriculum Director, Technology Director	General Fund
Provide teachers with snapshots of programs for technology integration into lessons and then offering online training in Google Classroom to support their learning in the applications.	Completion of work in Google Classroom	Faculty meetings	Technology Director, Campus administrators	General Fund

GOAL #6 COMPREHENSIVE ATHLETIC PROGRAM

Objective 6A: Moody ISD will increase participation in and quality of boys' athletic programs while continuing to improve the girls' athletic programs.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Each campus will monitor the number of students participating in athletics programs.	The number of students participating will increase.	Baseline measure at BOY, Monitor evidence of	Campus administrators; Coaches, AD	General Fund

		participation at the 2 nd and 3 rd 9-weeks period and at EOY		
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Objective 6B: Moody ISD will improve UIL academic participation and results across all participating grades and content.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Each campus will increase the number of students participating in academic UIL events; each campus will increase the number of students placing in UIL events	The number of students participating will increase. More students will place in UIL competition	Baseline measure at BOY, Monitor evidence of participation at the 2 nd and 3 rd 9-weeks period and at EOY	Campus administrators; UIL Coaches	General Fund

Objective 6C: Moody ISD will improve and quality of UIL Band participation.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Each campus will monitor the number of students participating in UIL Band (music) events	The number of students participating will increase; the Band will increase its placement in UIL Band events; more students will place in individual UIL Band events.	Baseline measure at BOY, Monitor evidence of participation at the 2 nd and 3 rd 9-weeks period and at EOY	Campus administrators; UIL Coaches	General Fund