

# District Improvement Plan

2016-2017

## Moody ISD Mission Statement

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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

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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

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GARY MARTEL

*Superintendent*

## BOARD OF TRUSTEES

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*Prepared by:*

*Belinda B Brand, PhD*

*Curriculum Director*

*Approved by Board of Trustees 10/12/2016*

## MOODY ISD DISTRICT ADVISORY COMMITTEE

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<b>Name</b>	<b>Role</b>
Beth Alton	HS Teacher
James Eric Cox	MS Principal
Rose Davis	Parent
Tina Eaton	ES Principal
Page Foster	Librarian
Nichole Hargrove	Parent
Shana Henderson	Parent
Susie Martel	ES Teacher
Andrew Miller	HS Principal
Mindy Miller	HS Teacher
Heather Perkins	CTE Teacher
Tina Reynolds	MS Teacher
Jarrold Thomas	Special Education Teacher
Leann Sanchez	Banker
Glenn Thurman	Banker
Sarah Troyer	Counselor
Tonya Wehunt	Parent

*District Goals*  
Approved 1/09/2014

- I. Student Achievement: The District will exceed all state mandated goals.
- II. Fiscal Responsibility: The District will have a budget that is aligned with the academic needs of the students,
- III. Highly Qualified: The District will have a competent faculty and staff that meets the needs of the students.
- IV. Communication: The District will collaboratively plan and communicate with parents and the community.
- V. College and Career Readiness: The District will offer a curriculum that prepares students for 21<sup>st</sup> century job skills.
- VI. Athletics: The District will have a comprehensive athletic program K – 12.

District  
Needs  
Assessment

2016-2017

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## 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**

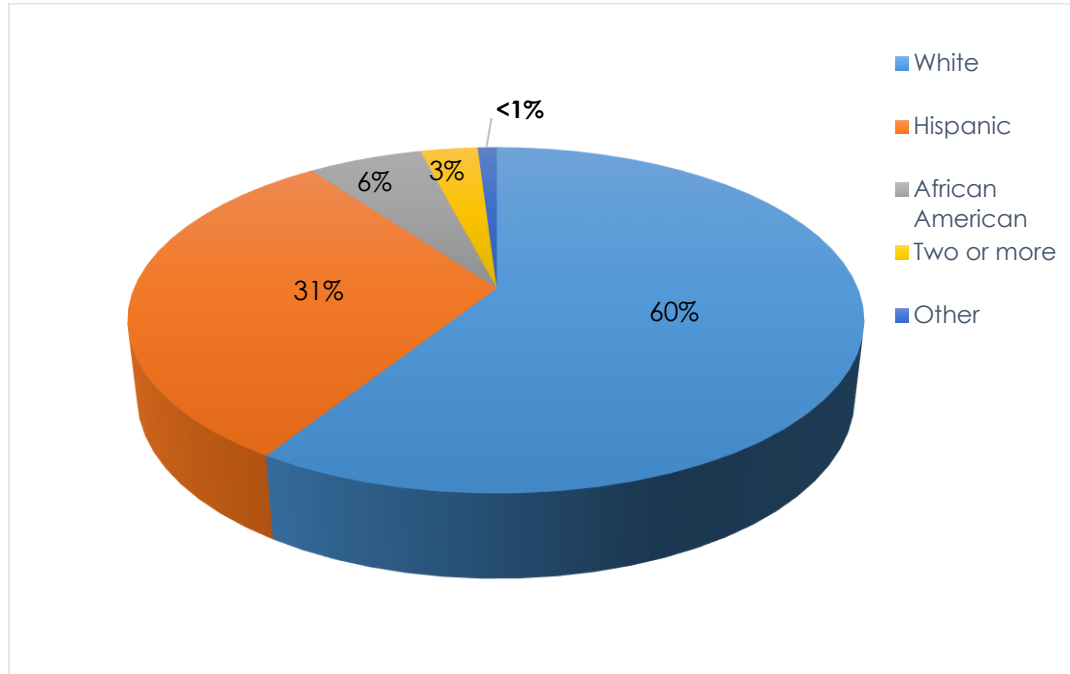
The district improvement plan must include provisions for:

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

In the 2015-2016 school year, the student enrollment for Moody ISD just exceeded 750 students. These data below represent a profile of these students and their teachers.

### Student Demographics Profile



### Moody ISD Student Statistics

At Risk: 56%  
Economically Disadvantaged: 65%  
English Language Learners: 6%  
2015 Graduation Rate: 100%  
Career and Technical Education: 30%  
Gifted and Talented Education: 5%  
Special Education: 10%  
Student/Teacher Ratio: 11.3  
Average Daily Attendance 2015-2016: 96.5%

### Moody ISD Teacher Profile

Average Years of Experience: 10.4  
% with 5 or fewer Years of Experience: 42.3%  
Average Years with MISD: 3.7  
Average Teacher Salary: \$41,606  
Turnover Rate: 44.3%  
Teachers with advanced degrees: 14%

## MOODY ISD ACCOUNTABILITY SUMMARY

Moody ISD’s final accountability ratings for the 2015-2016 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 34 out of 42 Safeguard Indicators for a score of 81%. 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
<b>MET STANDARD</b>

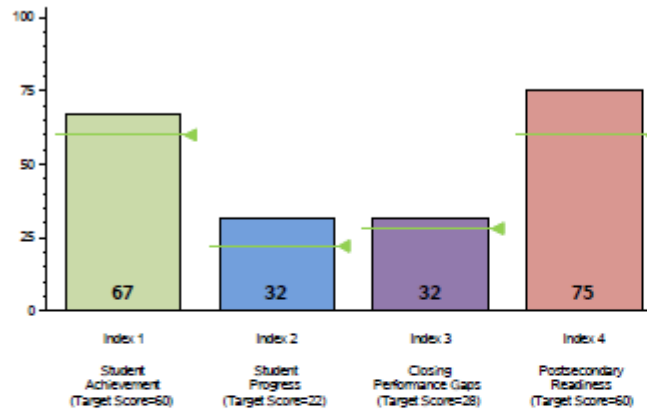
Met Standards on:	Did not Meet Standards on:
Student Achievement	None
Student Progress	
Closing Performance Gaps	
Postsecondary Readiness	



# PERFORMANCE INDICES

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

## Performance Index Report



## Distinction Designation

**Postsecondary Readiness**

Percent of Eligible Measures in Top Quartile  
5 out of 10 = 50%

**NO DISTINCTION EARNED**

State Index Score 2016	Difference in Moody ISD
Index 1: 75	-8
Index 2: 40	-8
Index 3: 39	-7
Index 4: 75	0

## Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	753	1,124	67
2 - Student Progress	388	1,200	32
3 - Closing Performance Gaps	640	2,000	32
4 - Postsecondary Readiness			
STAAR Score	7.6		
Graduation Rate Score	25.0		
Graduation Plan Score	17.2		
Postsecondary Component Score	25.0		75

Moody ISD Index Scores 2015	Difference in Moody ISD 2016
Index 1: 78	-11
Index 2: 36	-4
Index 3: 40	-8
Index 4: 78	-3
System Safeguards: 93%	-12

## 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 2016, the Moody High School campus was awarded five of seven possible Distinctions as being in the upper 25% of their comparison group in Mathematics, Science, Social Studies, Closing the Gap, and Postsecondary Readiness.

## 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.

<b>System Safeguards Moody ISD Indicators Met:</b>	
Performance Rates	17 out of 25 = 68%
Participation Rates	13 out of 13 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
<b>Total</b>	<b>34 out of 42 = 81%</b>

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## Moody ISD 2016 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.

### STAAR Performance Level Descriptors:

Level III: Advanced Academic Performance

Performance in this category indicates that students are well prepared for the next grade or course.

Level II: Satisfactory Academic Performance

Performance in this category indicates that students are sufficiently prepared for the next grade or course.

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are insufficiently prepared for the next grade or course.

## 2016 Moody ISD Overall STAAR Performance

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

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
<b>Reading</b>							
% Satisfactory	66	68	54	71	61	24	31
% Advanced	11	0	4	13	6	NA	0
<b>Mathematics</b>							
% Satisfactory	69	77	63	71	65	31	52
% Advanced	12	NA	4	15	8	NA	0
<b>Writing</b>							
% Satisfactory	58	78	24	71	45	NA	NA
% Advanced	3	NA	NA	6	0	NA	NA
<b>Science</b>							
% Satisfactory	69	NA	67	70	67	32	NA
% Advanced	9	NA	2	13	6	NA	NA
<b>Social Studies</b>							
% Satisfactory	69	71	69	70	61	NA	NA
% Advanced	22	NA	15	27	16	NA	NA

## 2016 Moody ISD STAAR Performance Grades 3 - 8

Reading		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
		<b>Grade 3</b>	% Satisfactory	55	NA	45	62	55
	% Advanced	10	NA	11	10	8	NA	0
<b>Grade 4</b>	% Satisfactory	60	80	50	61	57	25	50
	% Advanced	8	NA	0	14	3	0	0
<b>Grade 5</b>	% Satisfactory	71	NA	55	83	67	NA	NA
	% Advanced	9	NA	0	15	5	NA	NA
<b>Grade 6</b>	% Satisfactory	63	40	45	72	58	NA	33
	% Advanced	13	0	9	17	3	NA	0
<b>Grade 7</b>	% Satisfactory	77	NA	78	75	68	NA	NA
	% Advanced	17	NA	0	20	13	NA	NA
<b>Grade 8</b>	% Satisfactory	71	NA	58	77	70	33	NA
	% Advanced	5	NA	6	6	5	NA	NA

Math		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
		<b>Grade 3</b>	% Satisfactory	62	NA	60	66	58
	% Advanced	15	NA	5	24	14	NA	0
<b>Grade 4</b>	% Satisfactory	65	60	56	71	57	25	50
	% Advanced	10	0	6	14	6	0	0
<b>Grade 5</b>	% Satisfactory	62	NA	64	59	57	NA	NA
	% Advanced	7	NA	5	8	3	NA	NA
<b>Grade 6</b>	% Satisfactory	60	60	55	63	55	NA	67
	% Advanced	12	NA	9	11	7	NA	0
<b>Grade 7</b>	% Satisfactory	72	NA	67	67	70	NA	NA
	% Advanced	10	NA	0	12	6	NA	NA
<b>Grade 8</b>	% Satisfactory	69	NA	53	76	66	22	NA
	% Advanced	0	NA	0	0	0	NA	NA

## 2016 Moody ISD STAAR Performance Grades 3 – 8 (cont.)

<b>Writing</b>		<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Economically Disadvantaged</b>	<b>Special Education</b>	<b>English Language Learners</b>
<b>Grade 4</b>	% Satisfactory	55	60	28	68	46	13	38
	% Advanced	6	0	0	10	3	0	0
<b>Grade 7</b>	% Satisfactory	56	NA	10	71	40	NA	NA
	% Advanced	3	NA	0	6	0	NA	NA

<b>Science</b>		<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Economically Disadvantaged</b>	<b>Special Education</b>	<b>English Language Learners</b>
<b>Grade 5</b>	% Satisfactory	36	NA	45	30	35	NA	NA
	% Advanced	0	NA	0	0	0	NA	NA
<b>Grade 8</b>	% Satisfactory	70	NA	63	77	67	20	NA
	% Advanced	7	NA	6	9	3	NA	NA

<b>Social Studies</b>		<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Economically Disadvantaged</b>	<b>Special Education</b>	<b>English Language Learners</b>
<b>Grade 8</b>	% Satisfactory	44	NA	42	49	36	0	NA
	% Advanced	4	NA	6	3	3	NA	NA

## 2016 Moody ISD STAAR Performance End of Course (EOC)

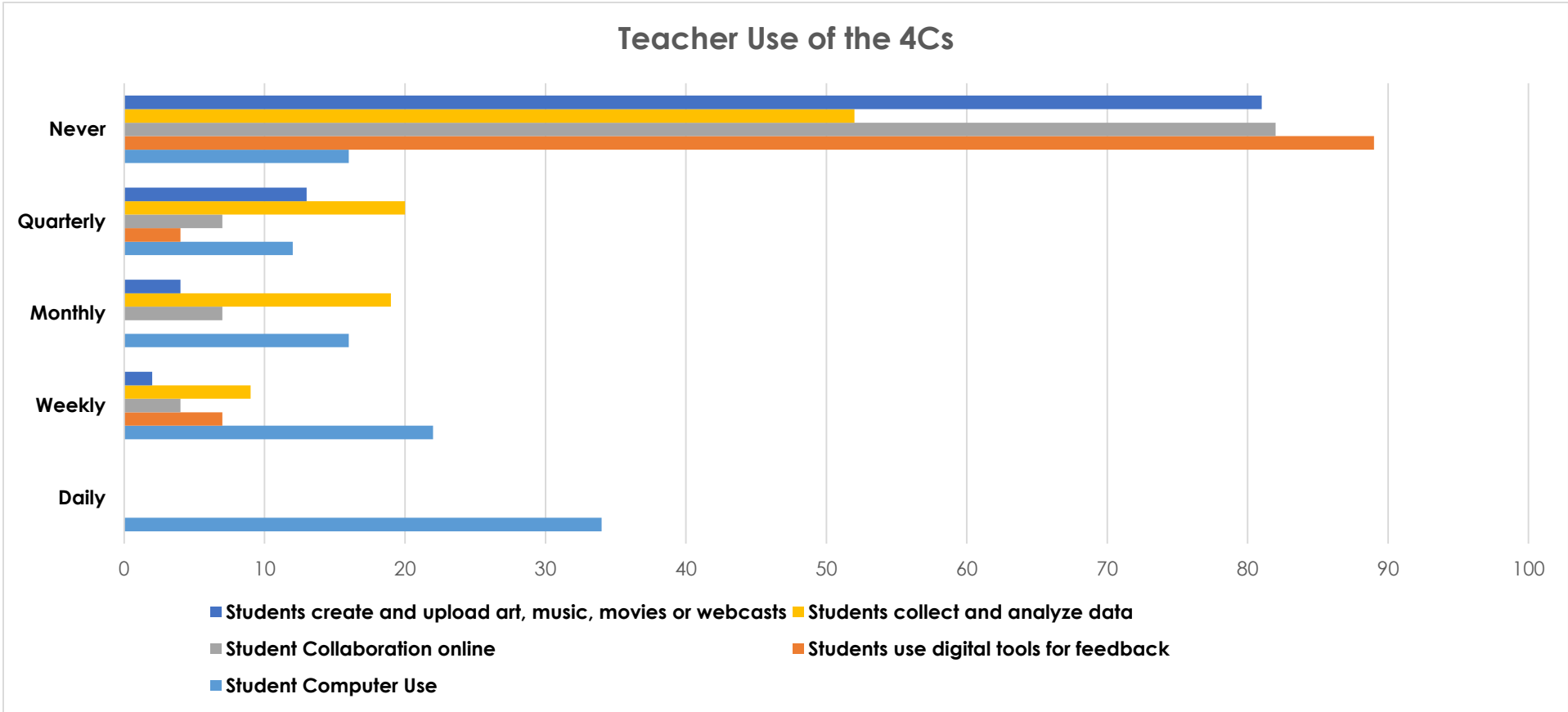
Test		All Students	African American	Hispanic	White	Economically Disadvantaged	Special Education	English Language Learners
English I	% Satisfactory	68	NA	47	75	63	NA	NA
	% Advanced	11	NA	0	14	8	NA	NA
	State Passing Rate	63/8						
English II	% Satisfactory	67	NA	64	77	58	NA	NA
	% Advanced	2	NA	0	4	0	NA	NA
	State Passing Rate	66/7						
Algebra I	% Satisfactory	93	NA	94	94	95	NA	NA
	% Advanced	25	NA	13	32	21	NA	NA
	State Passing Rate	81/25						
Biology	% Satisfactory	100	NA	100	100	100	NA	NA
	% Advanced	21	21	NA	31	15	NA	NA
	State Passing Rate	91/20						
US History	% Satisfactory	100	NA	100	100	100	NA	NA
	% Advanced	48	NA	27	57	38	NA	NA
	State Passing Rate	94/30						

## Moody High School College Admissions Summary

		All Students	Change
Participation and Results	% Tested	46.4	-7
	% above criterion	15.4	-6
Average ACT Score	Average Score	19.1	-0.7
Average SAT Score	Average Score	1384	-130

# 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 only in the beginning 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. The data presented here will focus on the area of use of technology in the classroom, the area of most concern.





# MOODY ISD NEEDS ASSESSMENT SUMMARY

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

**1. Comprehensive District Needs**

- a. Improve teacher retention
- b. Increase student 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 use 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 2016-2017 PERFORMANCE OBJECTIVES

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## **District Performance Objectives based on District Goals include:**

### Goal #1 Student Achievement

- A. Moody ISD will teach STAAR Standards to mastery to Meet or Exceed State Performance for All Students and content areas.
- B. Moody ISD will close the gaps in STAAR performance between All Students and accountability sub-groups to passing rate.
- C. Moody ISD will improve STAAR Standards in Writing for All Students.
- D. Moody ISD will improve its Student Attendance Rate (average daily attendance) to 97%.
- E. Moody ISD will develop and implement a local Student Growth Model that will effectively inform its administrators and faculty on the academic growth and participation of our students.

### Goal #2 Fiscal Responsibility

- A. Moody ISD will develop and utilize procedures to ensure that the instructional budget of the Districts and Campuses is meeting the needs of the students.

### Goal #3 Highly Qualified Faculty

- A. Moody ISD will collaborate with staff and a Compensation Committee to develop plans for a strong compensation program for the district.
- B. Moody ISD will actively recruit faculty with superior credentials, training, and proficiency ratings beginning in January of each year.
- C. Moody ISD will communicate and model to faculty and staff the importance and value of the work that they do with our students.

### 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.
- B. 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.

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 develop and implement plans to increase the number and variety of Dual Credit and Industrial Certifications that are available to high school students prior to graduation.
- D. Moody ISD will develop and implement plans to increase the effective use of technology using student-centered and technology-integrated learning.

Goal #6 Comprehensive Athletic Program

- A. Moody ISD will monitor and expect increased participation in all UIL events, clubs and organizations.

Moody ISD  
District  
Improvement  
Plan:  
Action Items

2016-2017



## GOAL #1 STUDENT ACHIEVEMENT

- *Objective 1A: Moody ISD will teach STAAR Standards to mastery to Meet or Exceed State Performance for All Students and content areas.*

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, Graphical visualization of results.	At the end of each 9-week grading period	Campus Administrators, Curriculum Director	General Fund
Monitor STAR Reading, STAR Math, I-Station, Compass Learning and Benchmark Assessment data to identify areas of general weakness and to create Intervention Groups of students on watch lists.	Data from STAR Reading and Math, I-Station, Compass Learning and Benchmark data in Eduphoria/	Data studies at the beginning of the 2 <sup>nd</sup> semester and after the February Benchmark Assessment	Campus Administrators, Curriculum Director	General Fund

- *Objective 1B: Moody ISD will close the gaps in STAAR performance between All Students and accountability sub-groups to passing rate.*

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Monitor Unit Assessment data of the subpopulations to identify areas of weakness in student mastery of TEKS.	Unit Assessment results in Eduphoria, Graphical visualization of results.	At the end of each 9-week grading period	Campus Administrators, Curriculum Director	General Fund
Monitor STAR Reading, STAR Math, I-Station, Compass Learning and Benchmark Assessment data of subpopulations to identify areas of general weakness and to create Intervention Groups of students on watch lists.	Data from STAR Reading and Math, I-Station, Compass Learning and Benchmark data in Eduphoria/	Data studies at the beginning of the 2 <sup>nd</sup> semester and after the February Benchmark Assessment	Campus Administrators, Curriculum Director	General Fund

- Objective 1C: Moody ISD will improve STAAR Standards 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 in use of Empowering Writers in ES and MS, and Writing Across the Curriculum in HS.	Score on Principal's Implementation Rubric on Walkthrough Document, Improvement in scores on Short Answer Items on Unit Exams in all content areas.	Twice every 9-weeks	Campus Administrators, Curriculum Director	General Fund, IMA

- Objective 1D: Moody ISD will improve its Student Attendance Rate (Average Daily Attendance) to 97%.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
District Attendance Committee consisting of Campus Administrators, teachers and students will be formed to consider rewards and incentives for perfect attendance.	Agendas and Sign-in sheets for meetings; increased student participation in incentives; Student attendance increases above 97%	Formation of Committee at BOY, begin planning meetings and develop incentive plan by Nov 15 <sup>th</sup> , implement the plan and monitor at the end of the 3 <sup>rd</sup> 9-weeks and EOY.	Campus administrators, Curriculum Director ACE Coordinator	General Funds, ACE

- 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 STAR Reading, STAR Math, I-Station, Compass Learning, Unit Assessments and other data sources to generate growth data in Reading, Math and Writing on each student of Moody ISD.	9-week Reviews with Superintendent	End of each 9-weeks	Principals and Staff	General Fund

## GOAL #2 FISCAL RESPONSIBILITY

- Objective 2A: Moody ISD will develop and utilize procedures to ensure that the instructional budget of the District and Campuses is meeting the needs of the students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
An Instructional Materials Committee will be formed with campus administrators and a teacher from each campus to inform the District of the student use and needs for instructional materials.	Agendas and sign-in sheets for meetings.	Committee will be formed by the end of the 2 <sup>nd</sup> 9-weeks and will meet in January. Another meeting will take place at the end of each of the 3 <sup>rd</sup> and 4 <sup>th</sup> 9-weeks	Curriculum Director, Campus Administrators	General Fund
The Instructional Materials Committee will make recommendations on the materials to be ordered through both IMA funds and campus instructional budgets based on the needs of the students of Moody ISD	Reports of the Instructional Materials committee	Final decisions no later than May 2017	Curriculum Director	General Fund

GOAL #3 HIGHLY QUALIFIED FACULTY

- *Objective 3A: Moody ISD will collaborate with staff and a Compensation Committee to develop a strong compensation program for the district.*

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
A Compensation Committee consisting of teachers and administrators will be formed to discuss and recommend options other than salary to compensate the instructional staff of Moody ISD.	Agendas, Sign-In sheets and Minutes for each meeting	No later than December 2016	Principals and Curriculum Director	General Fund

- *Objective 3B: Moody ISD will actively recruit faculty with superior credentials, training, and proficiency ratings beginning in January of each year.*

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Compensation Committee will recommend incentives for new teacher hires.	Minutes of Committee meetings	Prior to January 2017	Principals and 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 2017. Monitor at the end of each 9-weeks	Campus administrators	General Fund



- Objective 3C: Moody ISD will communicate and model to faculty and staff the importance and value of the work that they do with our students.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
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 2016	Curriculum Director	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 through inclusion on key committees.

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 and to evaluate Student and Community Involvement.	Agendas, Sign-In Sheets, Meeting Notes	Meet at BOY, MOY, and EOY	Campus Administrators, Curriculum Director	General Fund

- 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	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 progress toward graduation and will update those plans as needed.	BOY, MOY, EOY	High School Counselor, High School Principal	General Fund

- 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 develop and implement plans to increase the number and variety 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 5D: 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, ACE
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	Region 12
Instruct all students in digital citizenship and internet safety using Common Sense Media Curriculum	Teacher Verification Document	Every six weeks	Technology Director, Campus administrators	Free program and General Fund for staffing

## GOAL #6 COMPREHENSIVE ATHLETIC PROGRAM

- Objective 6A: Moody ISD will monitor and expect increased participation in all UIL events, clubs and organizations.

Action Items/Strategies	Evidence	Timeline	Person(s) Responsible	Budget Source
Each campus will monitor the number of extra-curricular/club activities that are made available to students and develop incentives to increase the number of students who participate in those activities.	The number of activities made available to students will increase and the participation of the students will increase.	Baseline measure at BOY, Monitor evidence of participation at the 2 <sup>nd</sup> and 3 <sup>rd</sup> 9-weeks period and at EOY	Campus administrators, ACE Coordinator	General Fund, ACE