

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Lance Cisco
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Moody Elementary School
(As it should appear in the official records)

School Mailing Address 1006 H.L. Blocker Circle
(If address is P.O. Box, also include street address.)

City Moody State AL Zip Code+4 (9 digits total) 35004-2635

County St. Clair County

Telephone (205) 640-2180 Fax (205) 640-4971

Web site/URL https://www.sccboe.org/mes E-mail lance.cisco@sccboe.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Justin Burns E-mail justin.burns@sccboe.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St Clair County School District Tel. (205) 594-7131

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Scott Suttle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 15 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	85	0	85
K	109	83	192
1	99	92	191
2	84	99	183
3	98	79	177
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	475	353	828

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 11 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 17%

If the mobility rate is above 15%, please explain:

Due to COVID we had an increase in withdrawals to attend our St Clair County Virtual School.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	58
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	73
(3) Total of all transferred students [sum of rows (1) and (2)]	131
(4) Total number of students in the school as of October 1, 2020	776
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

6. Specify each non-English language represented in the school (separate languages by commas):

Portuguese, Spanish, Tagalog, Chinese, Mayan

English Language Learners (ELL) in the school: 4 %
34 Total number ELL

7. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 371

8. Students receiving special education services with an IEP or 504: 14 %
113 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>10</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>18</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>44</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>13</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To educate and prepare each student to succeed in an ever changing world.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

No student shall be engaged in or be subjected to harassment, violence, threats of violence, or intimidation by any other student. Students who violate this policy are subject to disciplinary sanctions. Sexual harassment, bullying, and discrimination are prohibited in St. Clair County Schools.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Moody's first school was a rock structure built in 1879. Due to growth in the community, the St. Clair County Board of Education was forced to build a new structure, now known as Moody Elementary School, and establish a middle school. The new elementary building was completed in 1990. By the spring of 1998, a wing with additional classrooms was completed. In 2003, expansion soon became necessary and construction was again completed on a second wing, containing classrooms, restrooms, a computer lab, workroom, and library media center. This year our community voted for an ad valorem increase and we are once again making improvements and additions to our school. We have a very supportive community and our families are a vital part of our school. Our Parent Teacher Organization (PTO) is active in our school every day and provides a multitude of supports to ensure that our students and teachers have what they need to be successful each day.

At Moody Elementary our daily motto is: "Work Hard and Be Kind!" We try to teach our students the value of hard work and self understanding. We tell our students that you can always control your attitude and your effort and we want them to know that hard work is more important than academic ability. A student that is academically gifted but not a hard worker will never be successful. However, a student that works hard every day and has a good attitude will always grow and show improvement. In addition to our "work hard" mentality, we also try to instill in our students a heart and spirit of kindness. We talk about it every day and want nothing more than for the students of Moody Elementary to grow up to be people that treat others with kindness and love. This is a very important aspect of our school that we hope our students carry with them for a lifetime.

In addition to our "Work Hard and Be Kind" motto, it is our desire and our goal to be among the leaders in academic rigor and achievement in our county and state. We feel that the only way to do this is to address each student and their needs individually. We use our aimsweb testing data to drive our instruction and identify holes in individual student's learning framework. All students can be successful, but it is our job to meet them where they are and to work to build them up to where they need to be. Our aimsweb data is a vital tool that allows us to collect information that is used to build individual student plans. We use aimsweb as a major tool for us, but our biggest change agent to improve our academic level of proficiency is our Problem Solving Team (PST) team. This team is made up of our counselor, intervention teachers, classroom teachers, and the principal. The PST team meets once a month and discusses individual students and their academic and behavioral deficits. This is an invaluable part of our school and helps to meet individual student needs.

One of the highlights and true bright spots of our school is our EdSTREAM (Educating through Science, Technology, Reading, Engineering, Arts, and Math) program. This is an after school and summer program that offers educational workshops and childcare for Moody Elementary students. Students can sign up for classes in each of the previously listed disciplines and explore areas of learning that appeal to their individual interests. This program started at Moody Elementary and has spread to other schools in our district. Our students, parents, and teachers love these workshop opportunities where extended learning in these content areas can take place. The number one workshop is engineering. We are excited that our students are developing an understanding and love for engineering at a young age. We are very proud of our EdSTREAM program and feel that it greatly adds to our school and community.

In conclusion, our school is far from perfect, we have many areas that we are working on to improve and many things that we all can do better. The things that we do well is love our students and work hard every day to provide them with every opportunity to be successful both academically and in life. We form bonds with our students that last a lifetime. We have multiple teachers in our building that attended elementary school at Moody. Our faculty and staff are proud to call Moody Elementary School their home and we are proud that our students know that this is their home as well. Again, we are far from perfect, but I can honestly say that I do not think anyone in the building would want to be anywhere but Moody Elementary.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At Moody Elementary, our overall approach to instruction and curriculum development, is focused on individual student learning. It is our belief that regardless of the content area or subject being taught, our focus should be addressing students' individual deficits. We routinely collect and analyze data to make decisions related to instruction, interventions, and teaching practices. We believe this is the most effective way to push our students to reach their full potential. Our students are assessed in reading and math at the beginning, middle and end of the year. This data provides teachers with a baseline for instruction, documents student growth, and identifies overall areas of strengths and weaknesses. Individual student reports are also generated and sent home 3 times a year in a parent friendly format to help parents understand how their student is performing.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Each student receives instruction through a three-tiered learning process. Tier one is whole group instruction provided to all students. In Tier-One Instruction, the students are presented on grade level materials based off the course of study standards set in place by Alabama. Tier two instruction is provided for students that are struggling with mastering the new concept. This is provided by their classroom teacher. Tier two instruction is on-grade level instruction retaught and simplified to promote growth learning of the content. Tier-three instruction is for students with identified on-grade level deficiencies. This instruction is provided by a Language Essentials for Teachers of Reading and Spelling (LETRS) trained intervention teacher. Each day the intervention teacher will provide a 30 minute lesson from a research based intervention program. Sonday System lessons are supported by the science of reading and provides instruction based off each student's individual needs. Students also use Lexia Core 5 Reading, an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities. Lexia is used in all classrooms as well as at home to provide continuous support for the individual needs of students.

1c. Mathematics curriculum content, instruction, and assessment:

At Moody Elementary School we just purchased a new core math curriculum for the 2021-2022 school year. When considering the curriculum, we looked for programs that were aligned with the Alabama Course of Study 2019 Math standards. We also sought a curriculum that was rigorous in its assessments. In addition, we found a curriculum that has a wealth of technology integration for students to have access to at home and at school. Every classroom at MES has an interactive whiteboard, so this was an important component for our school. Before school started, we had a team of teachers and coaches create a pacing guide for each grade level to follow throughout the school year. We are pleased with the implementation of our curriculum for its first year. We also purchased two digital math programs. The first one specifically targets fluency. We have seen tremendous growth in our fluency this school year. The second program is an intervention program which is utilized for tier II and III interventions in all grade levels. MES is excited about our new math programs and the increased mastery of our students in mathematics.

For the first time ever, MES has a Building-Based Math Coach (BBMC). The math coach has worked all year with various teachers through student-centered coaching cycles. The focus has been to increase number sense routines, unpack math standards as they are taught, and use formative assessments to drive math instruction. The BBMC worked with teachers to implement the new math curriculum. She also helped teachers to use number talks as an instructional strategy to increase number sense. Each coaching cycle began with the BBMC and teacher looking at the math standards to create learning targets and assessment tasks. MES is looking forward to our second year with a BBMC to help us increase student achievement.

At MES we complete three math benchmark assessments each year. We use this data to drive our instruction and to identify students who need RTI. We have data meetings after each benchmark assessment is administered. We chart our progress visually throughout the year so we can celebrate growth and identify needs. In math, we also use formative assessments in each unit to check student mastery and to make instructional decisions. We focus on catching misconceptions in math as they happen instead of waiting for benchmark assessments to identify students who are struggling. Formative assessments bring needs to the surface daily. Some examples of formative assessments that we use are exit tickets, classroom rich math tasks, self-assessments, and visual quick checks. We work hard to make sure that no student falls through the cracks.

At MES we implement three tiers of instruction. All students receive Tier I instruction with the core curriculum. Students who have been identified through our PST process receive Tier II instructions from their classroom teacher. If students receiving support do not show adequate progress, they are then referred for testing. We have amazing Special Education teachers who provide math intervention for students with an IEP. For struggling students without a plan, classroom teachers provide Tier III support.

1d. Science curriculum content, instruction, and assessment:

We employ a student-based learning approach to teaching science through grades K-3. We use summative assessments to assess students' knowledge in specific content areas. Students are assessed through summative and formative assessments such as interactive notebooks, group projects that are completed in class, text/teacher tests, data collection, and work samples. Because we are a PreK-3rd grade school, we are not assessed on a state/national level, as we are in reading and math.

The reading curriculum we currently use, Interactive Science by Savvas, addresses each grade level standard through researching topics, science experiments, and investigations.

In addition, our new reading curriculum Core Knowledge Language Arts (CKLA) incorporates science topics into the reading curriculum. As an example, when students in first grade read a story related to frogs, the text could be used to introduce a science lesson related to life cycles, specifically the life cycles of frogs.

Teachers also supplement the curriculum with additional resources to demonstrate knowledge of the scientific method, through science experiments, and other hands-on learning experiences. Our faculty strives to implement lessons that are engaging and rigorous, while addressing course of study standards.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

CKLA Amplify is our new reading curriculum and it incorporates science and social studies content. CKLA covers topics such as different cultures, early world civilizations, geography, Greek myths, and American civilization. This content aligns with our social studies standards and allows for teachers to maximize their instruction time and cover multiple standards at once

Formative assessments include weekly comprehension tests of the thematic reading unit taught. CKLA also gives teachers the ability to provide students with online exit tickets each day on their computer or iPad, if he or she chooses to do so to monitor students understanding of the content.

Teachers use project-based learning to further students' understanding of social studies content. A popular third grade project includes all students researching and presenting biographies dressed as historical figures in our annual Wax Museum. These types of projects are engaging and challenge students to think outside the box while incorporating history, reading, writing and art into one assignment.

Our school has been lucky enough to continue in-person learning throughout the entire school year so we have not been forced to change how we assess students.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The Alabama First Class Pre-K curriculum framework is based on research concerning how to support young children as they develop and learn. The curriculum areas of development are: social-emotional, physical, cognitive, language, literacy, mathematics, science, social studies, and the arts.

Alabama standards for Early Learning and Development are taught and assessed in pre-k using Teaching Strategies GOLD. Teaching Strategies GOLD is an assessment tool that guides the proper alignment of standards and instruction addressing a child's developmental level.

Our aimsweb reading and math data indicate that students that attend pre-k score between 10-15 percent higher than students that do not attend.

2. Other Curriculum Areas:

The students at Moody Elementary School are very lucky to have to have physical education, music, art, library and computer weekly. At MES, we feel it is important that students have the opportunity to gain experience and knowledge in a variety of areas. Not every student is gifted academically, therefore, feel defeated at school. Having so many other opportunities, leads to children finding their gift and we are excited to be able to meet those needs as well.

Physical Education at MES has been a Blue Cross Blue Shield Be Healthy School, are involved in the Think First Program through Children's Hospital; and actively teach HEAL (Healthy Eating Active Living). Our coaches teach a variety of sports and exercises to our students. In addition, they bring in instructors specializing other activities that encourage our students to try new things. Some of the outside instructors this year have been golfing, karate, cup stacking, and hockey. MES coaches also plan a Field Day each spring for students to use the activities learned throughout the year as an activity filled fun day.

Music is a fun filled area where students may discover their love of singing, acting and playing instruments. Our music teacher shares her love of music with the students at MES weekly. She provides lessons on different musical genres and teaches elementary music theory. Each grade presents a musical throughout the school year. This includes actors, soloists, ensembles and general choir. We have had more parents come and share with us that they were unaware their child was able to sing or act before trying out. This is just one of the many reasons that music is so important for elementary students.

Art is an area where many students learn they have talents they did not know about. Our art teacher utilizes a wide range of drawing tools, texture tools, painting, collage techniques and clay sculpting with her students. Moody Elementary students compete in our county art show, and this year, we had two students move on to the state art show. Our art teacher teaches about different countries and their art and even tries to recreate their methods, for example, using tea leaves to dye their paper instead of just using brown paint. They take virtual field trips to learn about the culture. Our 3rd graders learn about the Iditarod each winter, we take the opportunity to plan our lessons to coordinate. At Moody Elementary School, our students are encouraged to try new things.

We have a library that encourages students to find a spot to read a good book. Our students participate in Accelerated Reader and are able to earn prizes based on meeting goals they set for themselves in the classroom. They are taught how to search for a book and how to tell if the book is right for them. This is a skill that will be used for the rest of their life. Having a librarian to read to, teach and share their love for reading to our students is vital to its success.

Computer classes are used to teach our elementary students basic computer skills, typing, and research for our 3rd grade students. Technology is an area that has been evolving and our computer teacher keeps up with the latest technology to share with our students. So much of the world is guided by technology and our students need to continue to learn to keep up.

Moody Elementary School embraces the needs for all of our learners. We strive to meet the academic, physical, artistic, and technology needs of our students. Through our physical education, music, art, library and computer programs, all of our students will discover talents that they may have not known about otherwise.

3. Academic Supports

3a. Students performing below grade level:

Moody Elementary assesses children at the beginning, middle, and end of the year in the areas of reading and math using aimswebPlus. These results provide us baseline data that drives instruction and interventions. This data also helps us identify students who might need to be monitored and possibly be tested for special education services.

If students fall into the bottom 25th percentile on the core components of math and/or reading, the Problem Solving Team (PST), will discuss their needs and determine whether or not they require intervention in order to close the achievement gap. After school tutoring is also available for students who may fall into this category. We provide students explicit instruction in their area of weakness(es) as well as reading comprehension.

We also use aimswebPlus to progress monitor at-risk students on a weekly basis. Kindergarten students are monitored on Letter Naming Fluency and Letter Word Sound Fluency. These tests assess how many letters and letter sounds each student can produce in a one minute time frame. First through third grade students are assessed on oral reading fluency and any other weakness(es) that has been identified through benchmark testing. This data is crucial for classroom teachers to use for small groups, literacy and math centers, and parent teacher conferences. Teachers also have the ability to print out graphs that chart students growth for parents to easily read and interpret.

Our reading intervention program is Soudy System 1. This program offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings. We have two full time interventionists who provide services to our students who are in need of reading intervention.

Our math intervention program is EnVision Success Maker. This program also targets basic math needs and provides a fun and interactive way for students to make progress with basic number sense and math facts.

If students have not made sufficient progress throughout the year, Moody Elementary School offers a Summer Literacy Camp they may attend. This program is used to target those students who have not progressed past the 25th percentile with extensive interventions in place. Summer Literacy Camp is taught by highly qualified teachers who have also been trained in the Science of Reading. The Voyager Program is used over a 3 week period during the summer to help students maintain the skills they have learned and to prevent any regression over the summer break. Students are also provided with a 30 minute math block during this camp to monitor progress and provide engaging activities to prevent basic number sense regression.

3b. Students performing above grade level:

Students who are performing above grade level are progress monitored on a monthly basis. These students are for performing in the top tier of their classroom and may be given extension activities to further learning and understanding of the content. Information and graphs from their progress monitoring is also reviewed and sent home to parents.

3c. Special education:

Special education teachers also use this reading and math data to write IEP goals and provide meaningful data in a way parents can understand. This also helps them provide documentation to prove students are making adequate progress and meeting their goals. Special education teachers use SPIRE as their reading program to help students close their achievement gap. This program uses a multi-sensory approach approved to teach students with special needs and is a proven approach to help students with Dyslexia.

3d. English Language Learners, if a special program or intervention is offered:

Students identified as English Language Learners are also closely monitored using progress monitoring data and benchmark data. If they are in this subgroup and are performing in the bottom 25th percentile, they are automatically placed in intervention. The ESL teacher also uses this information to plan for small group instruction and how they can best assist classroom teachers to close any gaps the student may have. The ESL teacher is also able to explain this information to parents and provide them with resources to use at home.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

If a student is homeless and in the bottom 25th percentile in reading or math, we automatically place them in an intervention group to receive services.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One focal point of our school is to create and maintain a positive school environment inside and outside of the classroom. We believe that communication is crucial, and our teachers and staff make communication with families a priority; we use a variety of ways to keep everyone informed of our school's events, academic spotlights, and character awards. Our teachers are efficient with their daily schedule and use every second to provide positive and engaging lessons to encourage students to continue their learning throughout the day. When learning became virtual, our teachers did not miss a beat. Students knew how to join their online classes and were excited to see each other virtually. Teachers created fun and engaging backdrops and virtual classrooms. The students felt like it was a special learning experience rather than a class they had to join. Because many of our families are working families, our teacher made sure to allow students to join a class at different times throughout the day to help with scheduling conflicts. Teachers held office hours to be reached directly if there was a question or problem in which a student needed help. Lessons were recorded for students and parents to review later if they missed the live class or if they had a question outside of office hours. At-home lessons were planned with fun and engagement in mind by giving students projects in which they used items found in their house to show the concept they were learning. If internet issues were a problem for some families, packets were prepared and placed at the school for students to complete as well. They also had special projects assigned in them to keep the students excited about learning. We have implemented new social-emotional projects as well. We began a student of the month program where we focus on a character trait a month. Classes vote on which student they feel portrayed that character best to be celebrated with a sign to put in their front yard. We have an app on all school provided devices for students to rate how they are feeling each day, and that information can be reviewed to give school leaders a pulse on how everyone is feeling throughout the school year. We also host several events throughout the year to invite parents in to see the wonderful things happening inside our school.

2. Engaging Families and Community:

We believe that a community cannot thrive without successful schools, yet a school cannot be successful without family and community support. Again, we know that communication is what forms strong relationships. Several communication platforms are used to reach our families and community. Other than email, we use several social media platforms and Blackboard's school messaging system. This allows students and parents to receive school news through text messages. Our school PTO, Our staff, works hard to be visible in the community to show that we genuinely believe in working together to give our students the best education that they deserve. We attend community meetings and events to provide spotlights on the school's happenings and ask community members to support us through sharing the great things, attending school sponsored events, or helping us find funding for our school. Our city has been outstanding in supporting our needs. They recently gave us \$50,000 to use towards any cleaning or other supplies needed to help the prevention of the spread of germs. We will install touchless toilets and sinks in our restrooms with this money. We were able to install water bottle refill stations as well. We encourage our students' families and community officials to visit our school for events or have lunch with their students. Even the City of Moody's mayor frequents our lunchroom to eat lunch with his grandchild. We have a great partnership with our high school students. Several times throughout the year, we host high school students to open doors in carline, participate in academic lessons, read books to students, or participate in school events such as spring fling and field day. Many businesses help sponsor events for our teachers, such as providing a food truck for a special lunch or giving away gift cards for a fun prize. Grant funding is important to our school as well. MES was awarded a \$10,000 grant for our school's physical and health education program from Blue Cross and Blue Shield and a \$9,000 grant to install a sensory garden from Coosa Valley Conservation.

3. Creating Professional Culture:

Teachers are the heartbeat of the school. Happy and prepared teachers create happy and prepared students. Walkthroughs by administrators and leadership team members help us keep updated on where teachers are socially, emotionally, and professionally. These glimpses into the classrooms and hallways allow us to see

where we need to put the current focus. When we see that teachers need a pick-me-up, we ask our PTO to provide lunch to help lift their spirits. When we see an area where the teachers do not feel confident, we address this in our data meetings and ask for their input on how we can help make them stronger and more confident in this area. If a teacher has any issue regarding a student or a parent, they know to notify the administration team so they can help address the problem and reach a solution. Teachers are confident that the administration always has their backs. When we transitioned to distance learning, teachers were notified immediately so they could begin to plan as a team what and how they were going to continue to provide the best education for our students. Every student was given a device, so they were prepared for all lessons and activities. Teachers were given professional development sessions on teaching virtually and given several ideas on what to provide to their students. Teachers were asked frequently if they were confident in their virtual teaching and asked how they could be helped. Teachers are often asked where they feel weaknesses are and how the administration team and leadership team can address these issues and create stronger teachers. Teachers are encouraged to go to a professional development session and share all the helpful information they received with the faculty. Recently a PTO was formed to help create a support system for our teachers. Our PTO members often complete events throughout the year to keep up teacher morale and help with all of our school events to take some of the tasks off of our teachers.

4. School Leadership:

At Moody Elementary School, the school leadership works hard to support our teachers, students, and parents. Current administration has worked hard to involve parents in decision-making and foster great relationships. These relationships have helped form a phenomenal PTO that has helped to support our teachers through the pandemic.

At Moody Elementary School our school leaders are data focused. This ensures that we are focusing on student achievement and identifying how to best help each student. Our instructional and intervention team uses our aimsweb data to target struggling students. With this data our leaders ensure students are in Tier 2 and 3 services. The instructional coach uses the data to guide the instructional programs of our school. For example, we implemented Heggerty this year in Tier 1 to work on student achievement in phoneme segmentation.

Throughout the pandemic at Moody Elementary School our administrator roles have changed. Administrators and school leadership have worked to bridge the gap and supply resources to assist in the academic and social emotional deficits cause by the pandemic with both teachers and students. In many instances, this has been to foster relationships and support teachers in their new normal. At MES, the administrators want to first and foremost support teachers and ensure students are being pushed to their full potential.

5. Culturally Responsive Teaching and Learning:

Moody Elementary School works hard to address the diverse needs and backgrounds of students, families, and the staff. First, we encourage acceptance as a school and work to foster this in each of the classrooms. Moody Elementary works to have each classroom be a family unit. Our English Learner teachers also work very hard to foster cultural awareness through professional development and information regarding holidays such as Ramadan. By educating our teachers and students, we are able to understand and respect their beliefs. We have also highlighted diverse backgrounds, by studying holidays around the world and immersing our students and staff in their culture with food festivals put on by parents.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Through the PST process we work to evaluate the individual students' needs in our school. During this process, we discuss students that are not on level socially, behaviorally, and academically. The team works to implement strategies in the classroom and tiered services, and set goals for each individual student. The team includes the administrators, the school counselor, 504 coordinator, special education teacher, instructional partner, and interventionists. The PST team tracks reading progress through aimsweb and progress monitoring data. Students are placed in Sonday System curriculum based on a screener. This team and the structured use of the program has helped us to show student progress and ensure all students are showing growth.