



# Moody Schools Improvement Plan 2025–2027

## THEORY OF ACTION

By engaging learners and families, strengthening early literacy and foundational skills, setting high developmental and academic expectations, and fostering readiness for future learning and social participation, while remaining fiscally responsible, we ensure that every Pre-K & Kindergarten learner is prepared to succeed in Elementary School and beyond.

Moody Schools Highlights and Challenges 2024–2025	
<i>Highlights</i>	<i>Challenges</i>
Increased data tracking and formal lesson plans	Staff shortages are impacting coverage and support
Piloted Heggerty for phonemic awareness	Ensuring fidelity to the curriculum across classrooms
Added a new classroom	Building issues with the bathroom location at the Extension
Added gross motor equipment to the playground	Limited coaching availability
Targeted PLCs with structured agendas	No formal classroom walkthroughs implemented
Piloted progress monitoring MyIGDIs	Need for more support in running SST meetings

## Moody Strategic Objectives 2025–2027

<b><u>1. Student and Family Engagement</u></b>	<b><u>2. Literacy</u></b>	<b><u>3. Academic Excellence</u></b>	<b><u>4. Readiness for Careers and Citizenship</u></b>
Establish a site council with an equal balance of parents and teachers.	Establish a curriculum with a focus on vocabulary development and read-alouds.	Implement MyIGDIs' progress monitoring across all classrooms to track growth.	Teach students to navigate the school environment independently.
Enhance opportunities for family involvement through targeted events and effective communication.	Provide ongoing professional development to support literacy instruction.	Use data to drive instructional decisions and provide targeted interventions.	Develop social-emotional skills that foster responsibility, self-advocacy, and effective problem-solving.
	Integrate literacy-rich activities across all content areas.	Ensure fidelity of curriculum and instructional practices through coaching and support.	Foster a culture of inclusion, respect, and community engagement.
	Implement the Moody Writing Project, where students complete a portfolio of writing samples.	Include interdisciplinary team members as part of classroom walkthroughs to provide feedback and collaboration.	Ensure that students referred to the Student Support Team (SST) receive appropriate support to address their academic or social-emotional needs.
	Provide students with more opportunities to share and speak, thereby building their oral language skills.	Begin conducting walkthroughs using checklists based on best practices to guide observations and support teacher growth.	Implement PATHS (Promoting Alternative Thinking Strategies) with fidelity across inclusion classrooms to support social-emotional learning and student development.

<b><u>1. Student and Family Engagement</u></b>	<b><u>2. Literacy</u></b>	<b><u>3. Academic Excellence</u></b>	<b><u>4. Readiness for Careers and Citizenship</u></b>
	Implement Heggerty in all Inclusion classrooms	Provide professional development and coaching on data collection and methods to improve instructional practices.	Continue to implement Skill-Based Treatment for students with severe challenging behavior

### **Strategic Objective #1 Student and Family Engagement**

- By the end of the 2025–2026 school year, the school will establish a site council with an equal balance of parents and teachers that meets at least 10 times during the year and achieves at least 70% participation in family surveys, ensuring that all families have equitable opportunities to engage in school decision-making and activities.

### **Specific Actions**

#### **Administrator Training:**

- Administrators will attend a Site Council training to learn best practices for engaging families and supporting council activities.
- Follow-up discussions and reflections will ensure training concepts are applied in practice.

#### **Site Council Formation:**

- Establish a site council with equal representation of parents and teachers.
- Ensure the council meets at least 10 times during the school year.
- Provide clear guidance on roles, responsibilities, and expectations for council members.

#### **Family Surveys:**

- Conduct annual surveys on school programs, policies, and priorities.
- Target at least 70% family participation.
- Analyze the results and share the findings with families and staff to inform school decisions.

#### **Multiple Participation Formats:**

- Offer in-person and virtual options for council meetings and school events.
- Provide translation and interpretation services as needed to ensure all families can participate.
- Track participation and review demographics to ensure equity and representation.

#### **Ongoing Communication & Follow-Up:**

- Maintain consistent communication with families about upcoming council meetings, survey opportunities, and school initiatives.
- Follow up with families and council members to address barriers to participation and encourage engagement.

<b>SCHOOL GOAL ACTION ITEMS</b>	<b>Benchmarks</b>	<b>Person(s) Conducting Activity / Person Ensuring Implementation</b>	<b>Materials/ Professional Development/ Staffing needed</b>	<b>Ongoing/ Complete</b>	<b>Assessment /Goal</b>	<b>Date Completed / Ongoing</b>
Administrators attend training on the Site Council	Administrators are trained and prepared to support family engagement initiatives.	Administration	Training materials, PD session	Ongoing	Training attendance and follow-up implementation	10/14/25

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Establish a site council with an equal balance of parents and teachers.	The site council is formed with diverse representation and meets 10 times during the school year.	Administration	Meeting space, communication tools, guidance for council roles	Ongoing	Attendance and participation records; meeting minutes	Fall 2025 – Spring 2026
Conduct annual family surveys on school programs, policies, and priorities.	At least 70% of families participate in the survey.	Principal / Site Council	Google Form	Ongoing	Survey results analyzed and shared with families	Spring 2026
Provide multiple formats for participation (in-person, virtual) and translation/interpretation as needed.	Families from diverse backgrounds actively participate in the council and surveys.	Administration /Site Council	Technology for virtual meetings, translation/interpretation services	Ongoing	Participation tracking and demographic review	Ongoing

## **Strategic Objective #2 Literacy**

By June 2026, Pre-K & K classrooms will implement the use of MyIGDIs progress monitoring across all programs and pilot two evidence-based curricula: Focus on Pre-K and Get Set for School. In classrooms not piloting these programs, teachers will focus on strengthening read-aloud instruction, oral storytelling, and vocabulary development to build a strong foundation in early literacy.

By June 2027, Pre-K & K programs will demonstrate sustained and equitable literacy growth by deepening the implementation of the pilot curricula, refining read-aloud and oral language instruction, and using MyIGDIs data to guide instructional practices, strengthen intervention supports, and close achievement gaps across all learners.

### **Specific Actions**

#### **Curriculum Implementation:**

- Pilot Focus on Pre-K and Get Set for School in selected classrooms.
- In non-pilot classrooms, focus on intentional read-aloud instruction, oral storytelling, and vocabulary-building activities.
- Provide professional development and coaching to ensure all early childhood teachers and ESPs can implement literacy strategies with fidelity.

#### **Progress Monitoring:**

- Implement MyIGDIs progress monitoring across all Pre-K & K classrooms to track literacy skill growth three times per year (fall, winter, spring).

- Use data from MyIGDIs to adjust instruction, identify areas for intervention, and measure growth across student groups.

**Professional Development and Collaboration:**

- Provide targeted training for teachers, ESPs, and coaches on read-aloud best practices, oral storytelling, and vocabulary development.
- Facilitate collaboration across classrooms to share strategies, analyze student progress data, and align practices to enhance educational outcomes.
- Offer coaching cycles to ensure teachers receive feedback and support on literacy instruction.

**Assessment:**

- Administer MyIGDIs progress monitoring three times per year in all classrooms.
- Expect a measurable increase in the number of learners meeting or exceeding age-level literacy benchmarks between fall 2025 and spring 2027.



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Implement MyIGDIs' progress monitoring across all classrooms.	All classrooms administer fall, winter, and spring checkpoints.	Teachers, ESPs, Administration	MyIGDIs platform, PD on administration and data use	Ongoing	100% of classrooms complete 3 data checkpoints per year.	Fall, Winter, Spring
Pilot Focus on Pre-K and Get Set for School in selected classrooms.	Pilot classrooms implement the curriculum with fidelity.	Teachers, Administration	Curriculum materials, PD/coaching	Ongoing	Evidence of curriculum use in lesson plans and walkthroughs.	2025 - 2027
Strengthen read-aloud, oral storytelling, and vocabulary instruction in non-pilot classrooms.	Teachers implement strategies at least 3x per week.	Teachers, ESPs	Books, PD on read-aloud/ oral storytelling strategies	Ongoing	Observations and lesson plans reflect implementation .	Ongoing

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Provide professional development and coaching on early literacy practices.	All Teachers/ESPs attend 2+ PD sessions annually.	Administration , Specialists	PD sessions, coaching cycles, and collaboration time	Ongoing	Increased fidelity of literacy practices across classrooms.	2025 - 2027
Use MyIGDIs data to adjust instruction and strengthen interventions.	PLC teams review data after each checkpoint.	Teachers, Specialists, Administration	Data review protocols, collaboration time	Ongoing	Increase % of learners meeting literacy benchmarks from fall to spring each year.	2025 - 2027

### **Strategic Objective #3 Academic Excellence: All Schools**

By June 2027, all Moody classrooms will conduct at least four instructional walkthroughs using a Pre-K/K-specific evidence-based checklist, with leadership, coaches, and district support providing actionable feedback. Walkthrough data will guide professional development, PLCs, and family engagement efforts to ensure equitable learning experiences for all learners, including those with special needs, SEI support, and diverse developmental needs.

### **Specific Actions**

#### **Walkthroughs for Equitable Instruction:**

- Conduct at least four scheduled instructional walkthroughs per classroom by June 2026.
- Develop a Pre-K/K-specific evidence-based walkthrough checklist using the following sources:
  - CIRCLE Classroom Environment Checklist – Boise State University (Hancock & Carter, 2011)
  - Center on the Developing Child, Harvard University – Executive Function & Early Learning Indicators
  - National Association for the Education of Young Children (NAEYC) – Developmentally Appropriate Practices
  - Heggerty Phonemic Awareness Curriculum – Early literacy and phonological awareness
  - Learning Without Tears – Letter formation, handwriting readiness, and fine motor development
  - Letterland – Letter recognition, early phonics, and literacy development
  - Universal Design for Learning: A Checklist for Early Childhood Environments
- The checklist will guide observations in key areas, including:

- Oral language and vocabulary development
- Early literacy/read-aloud instruction
- Social-emotional learning (e.g., PATHS implementation)
- Inclusion, SEI strategies, and support for diverse learners
- Developmentally appropriate practices

### **Walkthrough Debrief and Action Planning:**

- After each walkthrough, building leadership teams will develop actionable plans to strengthen equitable instruction and address specific needs identified in Pre-K/K classrooms.  
Provide follow-up PD and coaching to teachers and ESPs based on checklist findings.
- Track progress and implement strategies through PLC meetings and coaching cycles.

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Conduct at least four scheduled instructional walkthroughs per classroom by June 2026.	4 walkthroughs completed per classroom; data collected and reviewed.	Teachers, ESPs, Administration, Specialists	Walkthrough schedule, observation protocols, and collaboration time	Ongoing	Walkthrough logs completed; actionable feedback provided	Fall, Winter, Spring each year

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Develop a Pre-K/K-specific evidence-based walkthrough checklist	Checklist created and approved for use by all classrooms.	Administration, Coaches, Early Childhood Specialists	Checklist development time; access to research sources	Ongoing	Completed checklist	Fall 2025
Use the checklist to observe key instructional practices.	Conduct observations in all classrooms using the checklist.	Administration, Teachers, Specialists	Pre-K/K checklist, observation templates	Ongoing	Observation notes aligned with checklist; data recorded	Ongoing through 2027
Provide debrief and action planning after walkthroughs.	Action plans developed for each classroom; targeted PD identified.	Administration, Specialists, Teachers	PLC time, coaching sessions	Ongoing	Evidence of plans implemented ; teacher reflection logs	After each walkthrough

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Provide follow-up PD and coaching based on walkthrough findings.	Deliver PD and coaching sessions for all teachers/ESPs.	Administration, Specialists	Professional development materials, coaching schedules	Ongoing	Improved fidelity in instructional practices; progress monitored	2025 - 2027

### **Strategic Objective #4- Readiness for Careers and Citizenship**

By June 2027, all Moody learners will demonstrate measurable growth in attendance, engagement, social-emotional skills, independence, early academic skills, and kindergarten readiness. Families and staff will be engaged through events like Kindergarten Readiness Night, Kindergarten Readiness Slides, and participation in the HPS Kindergarten Task Force and PRISM grant initiatives. Progress will be monitored through observation, curriculum-based assessments, and engagement data, with support provided to learners who require additional guidance.

### **Specific Actions**

#### **Attendance & Engagement:**

- Track learner attendance and engagement in daily routines.
- Develop individualized strategies for learners who demonstrate challenges with attendance, participation, or transitions.
- Teachers and ESPs monitor engagement trends and provide immediate support for learners struggling to join group or independent activities.

#### **Social-Emotional Skill Development:**

- Implement the PATHS curriculum across all inclusion classrooms with fidelity.
- Support learners in:
  - Recognizing and regulating emotions
  - Following classroom rules and routines independently
  - Engaging positively with peers and adults

### **Early Academic & Problem-Solving Skills:**

- Implement Heggerty phonemic awareness, Learning Without Tears, and Letterland curriculum components to build early literacy, numeracy, and fine motor skills.
- Provide opportunities for learners to:
  - Complete structured problem-solving tasks
  - Participate in collaborative play and group projects
  - Explore classroom materials independently and safely

### **Kindergarten Readiness & Civic Awareness:**

- Host Kindergarten Readiness Night in May through My SEPAC, engaging families with interactive activities and strategies to support readiness at home.
- Administration participates in the HPS Kindergarten Task Force to plan and monitor readiness initiatives.
- Moody Teachers and Administrators participate in the PRISM grant to implement evidence-based literacy practices that support transitions to kindergarten.
- Create and distribute Kindergarten Readiness Slides to families and staff to provide guidance on key skills and expectations.

Provide opportunities for learners to practice independence, responsibility, and community participation in the classroom:

- Learners follow classroom jobs or helper roles
- Practice turn-taking, sharing, and cooperative problem-solving
- Integrate lessons on community roles, helping others, and following routines to build citizenship awareness.

### **Evidence / Measures**



- Attendance and engagement data are tracked daily, and improvement plans are documented for learners at risk.
- PATHS data show growth in social-emotional skills.
- Curriculum progress monitoring (Heggerty, Learning Without Tears, Letterland) shows measurable skill development in early literacy and numeracy.
- Observational data indicate increased independence in routines, problem-solving, and classroom participation.
- Family workshop participation and feedback from Kindergarten Readiness Night.
- Documentation of administration participation in Kindergarten Task Force and PRISM grant activities.
- Distribution and use of Kindergarten Readiness Slides by families and staff.
- Kindergarten transition readiness checklists completed for all learners.

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Track learner attendance and engagement; provide support for learners struggling with participation or routines.	Develop individualized strategies for all learners demonstrating attendance or engagement challenges.	Teachers, ESPs, Administration, Specialists	School Brains, Observation data	Ongoing	Engagement and attendance data; improvement plans for at-risk learners	Ongoing through 2027
Implement PATHS curriculum with fidelity in inclusion classrooms.	PATHS implemented in all classrooms; teachers/ESPs trained and supported.	Teachers, ESPs, Specialists	PATHS curriculum, PD sessions	Ongoing	Observational notes and PATHS fidelity check	Ongoing through 2027
Implement Heggerty, Learning Without Tears, and Letterland curriculum components.	Learners show measurable growth in phonemic awareness, literacy, and fine motor skills.	Teachers, ESPs, Specialists	Curriculum materials, PD sessions	Ongoing	Curriculum progress monitoring; observational data	Ongoing through 2027

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Host Kindergarten Readiness Night through My SEPAC in May.	Event planned and attended by families; feedback collected.	Administration, Teachers, Specialists	Event materials, slides, handouts	Ongoing	Attendance records; family feedback forms	May each year
Administration & Teachers participate in HPS Kindergarten Task Force and PRISM grant activities.	Active participation documented; initiatives implemented.	Administration, Teachers	Meeting schedules, PRISM grant resources	Ongoing	Task force meeting notes; grant activity logs	Ongoing through 2027
Distribute Kindergarten Readiness Slides to families and staff.	Slides shared with families and staff; used to guide readiness activities.	Administration	Slide deck, Parent Square, School Website	Ongoing	Distribution log; family/staff feedback	Ongoing through 2027

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Provide learners opportunities to practice independence, responsibility, and community participation in the	All learners participate in classroom jobs, turn-taking, and cooperative problem-solving.	Teachers, ESPs, Specialists	Classroom routines, materials for collaborative activities	Ongoing	Observational data; transition readiness checklists	Ongoing through 2027
Integrate lessons on community roles, helping others, and following routines.	Learners demonstrate understanding and application of classroom citizenship skills.	Teachers, ESPs, Specialists	Lesson plans, storybooks, and classroom props	Ongoing	Observational data; anecdotal records	Ongoing through 2027

## **Moody Writing Project**

Teachers in Moody's inclusion classrooms are compiling year-long writing portfolios for each learner. Each portfolio includes 8 writing samples collected across the school year, showcasing growth in early literacy, fine motor skills, letter formation, and expressive language. These portfolios provide a clear picture of learner progress, guide instructional decisions, and serve as a tool for family communication about early writing development. This initiative supports the school's broader improvement efforts by enhancing early literacy instruction, monitoring learner growth, and ensuring alignment with curriculum goals.

## **Inclusion**

At Moody, we believe that all students with special needs should be fully included in classroom experiences alongside their peers whenever possible. Instruction and activities are guided by fidelity to each learner's IEP, ensuring that supports, accommodations, and individualized goals are consistently met. This philosophy reflects our commitment to equitable access, social-emotional growth, peer modeling, and meaningful participation in the curriculum, recognizing that inclusion is central to fostering both academic and personal development.

## Moody School Site Council 2025-2026

### SCHOOL COUNCIL MEMBERS, ROLES, SIGNATURES

#### **CHAIRPERSON**

Hailley French

#### **COCHAIR**

Michelle Jondle

#### **RECORDING SECRETARY**

Christina Soto

#### **TEACHERS:**

Jennifer Begevine - PK

Erin Marsh - PK

#### **PARENTS:**

Christina Soto

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Krystle Diaz

Sage Couture