Grand Prairie Independent School District

Sallye Moore College & Career Preparatory

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Sallye Moore College and Career Preparatory Academy, where children are treasured, is to foster a love of learning in an innovative, collaborative climate which empowers all students to be competent, productive, caring and responsible citizens.

Vision

The Sallye Moore College and Career Preparatory student makes an active decision to be educated at our school because the student and his or her family desire a world-class learning experience that provides our students opportunities to engage, explore, and experience colleges and careers through a rigorous and hands-on learning approach that is driven by the expectation that all students are college and career-bound.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

MISSION

The mission of Sallye Moore College and Career Preparatory Academy, where children are treasured, is to foster a love of learning in an innovative, collaborative climate which empowers all students to be competent, productive, caring and responsible citizens.

VISION

The Sallye Moore College and Career Preparatory student makes an active decision to be educated at our school because the student and his or her family desire a world-class learning experience that provides our students opportunities to engage, explore, and experience colleges and careers through a rigorous and hands-on learning approach that is driven by the expectation that all students are college and career-bound.

Sallye Moore College and Career Preparatory Academy is a PK-8th Grade school of choice in GPISD. Currently, our Ethnic distribution is 51% Hispanic, 33% African American, 6% White, .008% American Indian/Alaskan Nat, Multi-Racial 4%, 5% Asian. Of that our population is At-risk 42% data shows Limited English Proficiency (LEP) 20%%, English Second Language (ESL) 18%. Special Education at 8 %, GT at 7%, with our total population representing Economically Disadvantaged around 73.4%.

During the Spring Semester of 2017 our School Board so courageously approved Sallye Moore to become a College and Career Preparatory Campus. As a result, for three years 2018, 2019, and 2020 we added 6th-8th grades. We currently serve approximately 604 PK-8th grade students during with approximately 137 of those students living out of district and commuting to our campus each day for instruction.

In the Spring of 2017, our School Board also approved our campus to have a partnership with Dubiski HS in that Moore Preparatory Students have direct acceptance to Dubiski HS (if they choose to attend and meet the attendance requirements). We have a population of our middle school students who attend Dubiski HS half day to take advanced courses. We are very proud of the work our students are doing, their commitment to advanced academics and their increased student achievement. We are also very appreciative of the partnership we have developed with the Dubiski Team to ensure this partnership is effective and meets the academic needs of our students.

Sallye Moore Preparatory Academy is committed to supporting the District's focus for improved coordination of programs and services for students at risk of dropping out of school. Moore is a Title I Schoolwide Program Campus and receives State Compensatory Education Funds (SCE).

OUR #1 GOAL AT SALLYE MOORE PREPARATORY IS STUDENT ACHIEVEMENT WHILE MAINTAINING A SAFE, CIVIL LEARNING ENVIRONMENT FOR OUR LEARNING COMMUNITY!

Demographics Strengths

Mobility Rate is estimated at 17.6%.

The instructional personnel PK-8 represents an ethnically diverse staff.

All students (PK-8) have been issued a district electronic device (IPad). Pk-5 IPads for PK-5 remain on campus, and Secondary students are permitted to take the device home unless the parent requests they not be issued a device/transport it home.

PK-5 use Google Classroom as their learning platform and MS uses Canvas as their learning platform. Sallye Moore is a Blended Learning Campus, and has purchased web-based learning tools to support skill-based practice and differentiation (i.e. IXL Math and Reading K-8).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause:** Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/ individualized needs of our students.

Problem Statement 2 (Prioritized): We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause:** Implementation of a new data system brings an opportunity for new learning/development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning

Student Learning Summary

CIP Goal: Student Achievement

Sallye Moore Preparatory has a *Met Standard* Accountability Rating from the Texas Education Agency.

2023-24

Student Achievement: 74%

Academic Growth: 75% and Relative Performance 80%

Closing the Achievement Gap Score: 73%

EL Prof: 75%

Moore's Overall Campus Score : 78%

Student Learning Strengths

Based on STAAR Data Analysis the following Student Academic Strengths were identified:

-
  - 2019-2020, 2021-2022, 2023-2024 **Accountability Rating is Met Standard**
  - Sallye Moore students are making significant gains in the areas of Reading, Math and Secondary Science
  - ***2021-2022 4 Distinction Designations Earned (Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps)***
  - Intervention is offered to students in the form of small group instruction during the school day and after-school
  - RTI is used to drive student intervention support

  - Sallye Moore's campus goal is to have 85% of each student group **Meet** standard STAAR student performance measures. Our goal is to have 85% of students Meet standard in Reading, Math, Writing, and Science. Based on assessment data the following academic needs are identified:

    - Collaborative content planning (both vertical and horizontal) is needed to address the diverse needs of our at-risk student population. Planning both vertically and horizontally is needed to identify/address/and close the learning gaps.
    - Continued Professional Development in differentiating instruction to meet the needs of our sub-pops. SIOP strategies a focus in implementation and increased opportunities for our students to speak, write, and present across disciplines and grade levels.
    - Professional development opportunities that are geared toward literacy instruction, reading fluency, math fluency, teaching academic vocabulary across the

disciplines, math problem-solving, incorporating varied levels of questions, professional development on small group instruction across the disciplines, and disaggregating MAP data to drive instruction.

- Supplemental instructional materials are needed to address achievement data and individual student needs/ student populations (i.e. our LEP population) .
- Focus directed toward each student gaining 10 or more questions on the STAAR assessment (Student Goal Writing/Teacher Conferences)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science. **Root Cause:** Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).

Problem Statement 2 (Prioritized): STAAR Reading scores are have shown improvement but still an area of growth regarding Mastery Level achievement. **Root Cause:** A comprehensive school-wide reading plan needed to address the deficit in skills and motivation in the area of reading. An incentive for Leveling up in Reading would also impact student achievement in Reading.

Problem Statement 3 (Prioritized): A strong emphasis on reading performance in PK-3 must be in place, while an intensive reading partnership between school and home must be developed to ensure skill acquisition and reduce skill deficits. **Root Cause:** PK-3 Teachers developing a system by which reading at home and school is encouraged, monitored and incentivized. Grades 4-5 RLA teachers must ensure small group instruction explicitly and systematically addresses skill opportunities for growth.

School Processes & Programs

School Processes & Programs Summary

Moore will continue to focus and adhere to the TRS (Texas Resource System) and a have a more meaningful analysis of data to target areas of need because the STAAR assessment is closely tied to TRS core curriculum based on the TEKS. In order to support TRS/district framework, we will add supplemental instructional resources for teachers. Moore will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

The Needs Assessment identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, Midpoint Assessments (4th-5th week of instruction). At the end of the 9 week period a more detailed Summative assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

School Processes & Programs Strengths

All elementary grade levels meet in Instructional Planning Meetings with the Instructional Coach and middle school teachers meet with a T&L content strategist for instructional planning once a week. During Instructional Planning, teachers are learning how to unpack performance assessments and Student Expectations. They are also modeling lessons for each other and collaborating on instructional resources (how and what) to use. Instructional strategies are presented by the Instructional Coach as well as the teachers. Teacher/ Student exemplars are presented and reviewed for best practice, Exit Tickets are reviewed, and other assessments are reviewed to ensure alignment and common practice among grade level/department teachers. All grade levels meet in Professional Learning Communities (development sessions) at least once a week with the Principal and admin team. During PLC meetings data, alignment, instructional delivery and strategies are discussed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The percentage of students identified as Gifted and Talented Students is currently at 7% of our student population (increased by 2% in the last year). As we grow as a College & Career Preparatory Academy, we would like to see continuous increase in students who qualify for GT and Advanced Academics. **Root Cause:** Creating a system of opportunity for training and development for teachers and parent awareness in supporting the identification of GT students may support an increase in the number of students identified. Moore is a PK-8 Campus. Creating a system by which we review/revisit students who did not qualify after the initial recommendation/testing after BOY/MOY MAP testing.

Perceptions

Perceptions Summary

MISSION

The mission of Sallye Moore College and Career Preparatory Academy, where children are treasured, is to foster a love of learning in an innovative, collaborative climate which empowers all students to be competent, productive, caring and responsible citizens.

VISION

The Sallye Moore College and Career Preparatory student makes an active decision to be educated at our school because the student and his or her family desire a world-class learning experience that provides our students opportunities to engage, explore, and experience colleges and careers through a rigorous and hands-on learning approach that is driven by the expectation that all students are college and career-bound.

- 100% of the teachers attended training or will attend 3C's Training. Community Agreements were created and implemented in all classes as well as for the professional PLC's at Sallye Moore.
- Initiatives such as Moore Scholars of the Month and The ALL Star Breakfast have been implemented to recognize students, parents, and staff.
- The Campus Discipline Management plan incorporates incentives for attendance and students demonstrating good character. PTA will also support campus attendance incentives.
- Implementation of PBIS to support positive behaviors, increased attendance, and a healthy school climate.
- CLT participation in campus climate and culture development and maintenance
- Parent Workshops scheduled throughout the year for each grade level
- A Menu of parent Volunteer Opportunities are scheduled to remove any barriers for parents to become involved in campus programming
- Implementation of Club Friday
- Implementation of Student Council
- Induction and continuation of NJHS/Elem NJHS
- Kindness & Compassion Club (Moore Counselor)
- PBIS/Moore Store for recognition of outstanding behavior and MAP Growth
- Level UP T-Shirt Initiative at Quarterly Celebrations when students move to the Next Level of Achievement on MAP (RDG/Math)
- Field experiences that focus on college readiness are scheduled and participated by each grade level at least once each year
- PTA Monthly Meetings

Perceptions Strengths

Sallye Moore provides multiple opportunities for all stakeholders to learn, develop, and participate. Our course offerings have increased to include 8th grade courses, Pre-AP, AVID, and CTE. Parent Workshop classes are provided monthly, as well as family academic nights throughout the school year. Our PTA Membership is on the rise, and parent involvement is increasing.

Students, parents, and teachers participate in community events such as MLK parade, Cinco De Mayo parade, student performances, parent instructional workshops, Literacy, Math, and Science, Digital Fair academic nights during the school year. Moore participates in Sandy Hook's Promise - Start With Hello, Handprints on Hearts, 3C's, Student Recognition initiatives such as All Star Scholars, Scholars of the Month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As we endeavor to provide quality instruction to our PK-8 students and extend course offerings on our campus, our challenge is communicating our course offerings to our community in Grand Prairie as well as outside Grand Prairie (School of Choice). **Root Cause:** Developing a comprehensive communication plan to inform community members of the opportunities and offerings at Moore.

Priority Problem Statements

Problem Statement 1: As we endeavor to provide quality instruction to our PK-8 students and extend course offerings on our campus, our challenge is communicating our course offerings to our community in Grand Prairie as well as outside Grand Prairie (School of Choice).

Root Cause 1: Developing a comprehensive communication plan to inform community members of the opportunities and offerings at Moore.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The percentage of students identified as Gifted and Talented Students is currently at 7% of our student population (increased by 2% in the last year). As we grow as a College & Career Preparatory Academy, we would like to see continuous increase in students who qualify for GT and Advanced Academics.

Root Cause 2: Creating a system of opportunity for training and development for teachers and parent awareness in supporting the identification of GT students may support an increase in the number of students identified. Moore is a PK-8 Campus. Creating a system by which we review/revisit students who did not qualify after the initial recommendation/ testing after BOY/MOY MAP testing.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science.

Root Cause 3: Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR Reading scores are have shown improvement but still an area of growth regarding Mastery Level achievement.

Root Cause 4: A comprehensive school-wide reading plan needed to address the deficit in skills and motivation in the area of reading. An incentive for Leveling up in Reading would also impact student achievement in Reading.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A strong emphasis on reading performance in PK-3 must be in place, while an intensive reading partnership between school and home must be developed to ensure skill acquisition and reduce skill deficits.

Root Cause 5: PK-3 Teachers developing a system by which reading at home and school is encouraged, monitored and incentivized. Grades 4-5 RLA teachers must ensure small group instruction explicitly and systematically addresses skill opportunities for growth.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading.

Root Cause 6: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery.

Root Cause 7: Implementation of a new data system brings an opportunity for new learning/development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PBIS: By June 2025, Sallye Moore will decrease ISS/OSS placements by 10% by implementing the PBIS framework utilizing the Moore Store incentives and SEL and behavior strategies. **Strategy's Expected Result/Impact:** Reduction in ISS/OSS placements by 10% **Staff Responsible for Monitoring:** Counselor/ Admin Team/Teacher **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Mental Health/Counseling Services: By June of 2025 Sallye Moore will see a 20% increase in the number of small groups conducted by the campus counselor resulting in a decrease of classroom disruptions and discipline referrals for inappropriate behavior. **Strategy's Expected Result/Impact:** Decrease in classroom disruptions due to behavioral disruptions. **Staff Responsible for Monitoring:** Counselor, Counselor Intern **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: SEL Implementation PK-8: By June of 2025 Sallye Moore will see 50% of classroom teachers utilizing Connections Clubhouse to implement SEL and reinforce the PBIS framework resulting in a decrease in classroom disruptions. **Strategy's Expected Result/Impact:** Increased percentage of student engagement, and reduced classroom disruptions. **Staff Responsible for Monitoring:** Counselor, District support Behavior Specialists. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will conduct safety drills as directed by the district to increase staff and student awareness and practice on district-required safety expectations. **Strategy's Expected Result/Impact:** Increased safety awareness and improved practice (performance) on district-required safety drills. **Staff Responsible for Monitoring:** Admin Team, Teachers, District Safety Preparedness Team, Campus Safety Officer (responsible for door check audit)				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning in RLA by grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach/ Assigned Secondary District Facilitator will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Staff Responsible for Monitoring:** Instructional Coach/ Dean of Instruction/ T&L Facilitators Principal/Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 1 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Demographics

Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning

Problem Statement 2: STAAR Reading scores are have shown improvement but still an area of growth regarding Mastery Level achievement. **Root Cause**: A comprehensive school-wide reading plan needed to address the deficit in skills and motivation in the area of reading. An incentive for Leveling up in Reading would also impact student achievement in Reading.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore's PK4-3rd grade Team of teachers will provide PK-3rd students with daily skill-based small group instruction, structured literacy lessons, and foundational skills lessons to increase reading proficiency, and teach writing/ grammar through HQIM. **Strategy's Expected Result/Impact:** Foundational skills increased, thus preparing students to internalize foundational skills in preparation for increased comprehension and fluency when reading non-decodable texts. **Staff Responsible for Monitoring:** Teachers, Instructional Coach/ Dean of Instruction/ T&L Facilitators Principal/Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Demographics

Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning

Problem Statement 3: A strong emphasis on reading performance in PK-3 must be in place, while an intensive reading partnership between school and home must be developed to ensure skill acquisition and reduce skill deficits. **Root Cause**: PK-3 Teachers developing a system by which reading at home and school is encouraged, monitored and incentivized. Grades 4-5 RLA teachers must ensure small group instruction explicitly and systematically addresses skill opportunities for growth.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning in Math by grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach/ Assigned District Facilitator will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Staff Responsible for Monitoring:** Instructional Coach/ Dean of Instruction/ T&L Facilitators Principal/Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 3 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Demographics

Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning

Problem Statement 1: Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science. **Root Cause**: Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning in Math by grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach/Assigned District Facilitator will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Staff Responsible for Monitoring:** Instructional Coach/ Dean of Instruction/ T&L Facilitators Principal/Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 4 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Demographics

Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning

Problem Statement 1: Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science. **Root Cause**: Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Counselor and College & Career Coordinator will provide individual or group counseling sessions to students who meet at-risk criteria 3,6,9 weeks and students who are failing/have a percentage of 72% or lower in a core class. **Strategy's Expected Result/Impact:** Increased student achievement, student goal attainment/growth **Staff Responsible for Monitoring:** Counselor, College & Career Coordinator, Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize the campus RTI process to provide Tiered Interventions and instruction to meet the diverse needs of students identified (20th percentile/lower). **Strategy's Expected Result/Impact:** Improve academic achievement/growth of at-risk students. **Staff Responsible for Monitoring:** Teacher Campus RTI Coordinator Grade Level RTI Case Manager Inclusion Support Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Quarterly Grade Level Student recognition for achievement on District Benchmarks, Perfect Attendance and A/AB Honor Roll. MOY/EOY Student Recognition on MAP Growth. Quarterly Celebrations will be conducted as grade level Hallway parties, and the EOY Celebration will be a culmination of student achievement and growth. **Strategy's Expected Result/Impact:** Increase student engagement and achievement. Increased awareness of student's goal attainment as the year progresses. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Coach Campus Admin Counselor College and Career Coordinator **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 5 Problem Statements:

Demographics
Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

Student Learning
Problem Statement 1: Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science. **Root Cause**: Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Special Education Students will be identified via ARD Committee and served by campus Inclusion Teachers. Inclusion Teachers will attend and collaborate in Instructional PLC's to ensure appropriate accommodations, modifications, and interventions are planned and provided students with an IEP. **Strategy's Expected Result/Impact:** Improved student performance in reading and mathematics. **Staff Responsible for Monitoring:** Inclusion Support Campus Admin Special Education Department Chair **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 6 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Moore Core and Elective Classes will incorporate an ELPS component in their daily learning objective and products such as weekly exit tickets, to ensure students are demonstrating their learning through listening, speaking, reading, writing and collaboration. **Strategy's Expected Result/Impact:** ELL students will increase their skills in at least two of the four language domains as measured by TELPAS. **Staff Responsible for Monitoring:** Classroom Teachers of Record Instructional Coach Campus Admin LPAC Chair/Committee **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore Teachers will utilize assessment data (MAP/Summatives/Checkpoints/ Exit Tickets for progress monitoring, inform instruction, and student goal setting. **Strategy's Expected Result/Impact:** Assessment data are aligned to state standards, thus informing teachers/students of areas of skill as well as areas of growth. This data will support teachers/students in student focus areas. **Staff Responsible for Monitoring:** Instructional Coach/ Dean of Instruction/ T&L Facilitators Principal/Assistant Principal/Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Moore Teachers will utilize various progress monitoring tools (MAP/MIZ/ CLI/TX KEA, TPRI, IXL, DRA, Stemscopes/Legends of Learning) to monitor student growth, differentiate instruction, and develop intervention plans as well as drive instruction. **Strategy's Expected Result/Impact:** Increased percentage of students reaching mastery in math, reading, and writing **Staff Responsible for Monitoring:** Teachers/Instructional Coach/Admin District T&L Support **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 8 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.
Problem Statement 2: We are in our second year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery. **Root Cause**: Implementation of a new data system brings an opportunity for new learning/ development. Professional development in year two implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.
School Processes & Programs
Problem Statement 1: The percentage of students identified as Gifted and Talented Students is currently at 7% of our student population (increased by 2% in the last year). As we grow as a College & Career Preparatory Academy, we would like to see continuous increase in students who qualify for GT and Advanced Academics. **Root Cause**: Creating a system of opportunity for training and development for teachers and parent awareness in supporting the identification of GT students may support an increase in the number of students identified. Moore is a PK-8 Campus. Creating a system by which we review/revisit students who did not qualify after the initial recommendation/testing after BOY/MOY MAP testing.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore Inclusion Support Teachers will attend instructional planning in Reading and Math to ensure their instruction is aligned with the State Standards. Inclusion Teachers will plan and execute strategies to support General Education Teachers in implementation of interventions (i.e. small group instruction) that support all learners. Inclusion support teachers will monitor Special Education students' data and support students in growing and achieving on those skills as highlighted in their respective IEP's. **Strategy's Expected Result/Impact:** Collaboration of General Education Teachers and Inclusion Support Teachers to plan/deliver instruction that will meet the diverse needs of students receiving Special Education Services. Increased academic knowledge and skills of students as highlighted in IEP goals. **Staff Responsible for Monitoring:** Inclusion Support Instructional Coach SPED Chairperson District T& L Facilitators Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Special Education Students will be identified via ARD Committee and served by campus Inclusion Support Teachers. The Inclusion Support Teachers will also work with students on their IEP Goals and progress monitor to support student growth. **Strategy's Expected Result/Impact:** Improved student performance of students receiving special education services. **Staff Responsible for Monitoring:** Inclusion Support Teachers SPED Chairperson Campus Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 9 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning by content/grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Staff Responsible for Monitoring:** Classroom Teachers of Record Instructional Coach Campus Admin LPAC Chair/Committee **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 10 Problem Statements:

Demographics
Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. We have sub-populations that are not making the desired incremental progress in Math and Reading. **Root Cause**: Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/individualized needs of our students.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Moore Core and Elective Classes will incorporate an ELPS component in their daily learning objective and products such as weekly exit tickets, to ensure students are demonstrating their learning through listening, speaking, reading, writing and collaboration. **Strategy's Expected Result/Impact:** ELL students will increase their skills in at least two of the four language domains as measured by TELPAS. **Staff Responsible for Monitoring:** Classroom Teachers of Record Instructional Coach Campus Admin LPAC Chair/Committee **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore Staff will attend District provided professional development. Special Programs Facilitators, Campus Leaders and Service providers will conduct campus training for staff on specialized programs (SPED/Dyslexia/LEP/GT). **Strategy's Expected Result/Impact:** Improved academic performance for students, and increased training/knowledge of staff in the areas of specialized programs for the purpose of identifying and meeting diverse students' needs. **Staff Responsible for Monitoring:** Team Leaders Department Chairs Campus Admin Instructional Coach and District Facilitators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning by content/grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Moore will conduct instructional planning by content/grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. **Strategy's Expected Result/Impact:** Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain regularly scheduled PTA Meetings and Parent Informational Workshops throughout the school year (at least one per grade level) in which grade level teams present academic content/expectations to parents. Curriculum Night Title I Parent Meeting Science Fair **Strategy's Expected Result/Impact:** Increased parent engagement **Staff Responsible for Monitoring:** Family Parent Liaison Campus Admin Counselor Instructional Coach **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Sallye Moore parents will have the opportunity to volunteer to chaperone fieldtrips and special events after meeting district volunteer requirements. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus Admin FEAT Representative Counselor **Title I:** 4.1, 4.2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore enrolls PK- 8 students. **Strategy's Expected Result/Impact:** Sallye Moore enrolls PK-8 students				

No Progress

Accomplished

Continue/Modify

Discontinue

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement GPISD Technology Plan **Strategy's Expected Result/Impact:** Improved student engagement and use of Blended Learning Tools **Staff Responsible for Monitoring:** IMS Campus Admin **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff Completion of Cybersecurity training **Strategy's Expected Result/Impact:** Increased knowledge and awareness of staff and tools to reduce risk of data loss/breach. **Staff Responsible for Monitoring:** IMS Campus Admin				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore will continue to provide Advanced Academic opportunities to our 6-8 students in Reading and Math. The School Board approved (2017) Sallye Moore partners with Dubiski High School to provide students who meet eligibility criteria (7th and 8th grade) the opportunity to take Advanced English, Advanced Algebra, Advanced Geometry while simultaneously experiencing the high school environment. **Strategy's Expected Result/Impact:** Increased student academic performance, and increased student engagement in a rigorous learning environment. Ultimately resulting in a positive impact in the number of students who longitudinally meet CCMR in High School. **Staff Responsible for Monitoring:** Campus Counselor College and Career Coordinator Dean of Instruction/Campus Admin Dubiski Dean of Instruction/Counselor Teaching & Learning RLA and Math Facilitator **Title I:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore students have been approved to participate in Advanced Academic opportunities at Dubiski High School. Moore is a CTE pathway campus in which all 6th-8th grade students have the opportunity to enroll in CTE courses during their tenure at Moore. 7th and 8th grade students have the opportunity to earn OSHA Training through one of our CTE Courses. **Strategy's Expected Result/Impact:** Increased opportunity for students to earn industry-based certifications. **Staff Responsible for Monitoring:** Counselor CTE Teacher **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Moore 6-8 students have the opportunity to select CTE courses during course selection. Sallye Moore will schedule 6-8th grade students in CTE courses and provide students with College and Career information sessions via course modules, guest speakers, and the CTE Department Offerings. **Strategy's Expected Result/Impact:** Increased student enrollment in CTE Courses. **Staff Responsible for Monitoring:** Counselor Campus Admin District Facilitator CTE **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore students will meet in goal setting conferences with core teachers (Math and Reading) each 9 weeks to identify academic areas of strength and opportunities to grow (by skill). While our PK-8 students do not take the ACT/SAT, achievement at Mastery level is the goal for all. **Strategy's Expected Result/Impact:** Increased student achievement and engagement working toward Mastery of TEKS at respective grade level. **Staff Responsible for Monitoring:** Classroom Teachers I Coach Campus Admin Teaching and Learning Support **Title I:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore serves PK-8 students. K-8 students take a college trip each year to increase awareness and give them exposure to college components. **Strategy's Expected Result/Impact:** Longitudinally increasing awareness by creating a college experience for K-8 students and even parents (parents who chaperone). Increasing Moore family awareness of college enrollment/ scholarship criteria and processes. **Staff Responsible for Monitoring:** Team Leaders College and Career Coordinator Campus Admin **Title I:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore is a PK-8 learning environment. **Strategy's Expected Result/Impact:** Mastery of TEKS alignment is the goal for all students PK-8. **Staff Responsible for Monitoring:** Campus Admin Campus Staff Teaching and Learning				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Sallye Moore is a PK-8 campus. **Strategy's Expected Result/Impact:** Mastery for grade level TEKS is the goal for each student. **Staff Responsible for Monitoring:** Campus Admin Campus Staff Teaching and Learning **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing staff training and professional collaboration opportunities using the PLC structure to support analyzing student data, implementation of instructional best practices for the purpose of improving teacher practice. **Strategy's Expected Result/Impact:** Increased student engagement and staff understanding of how to use data and best practices to drive instruction resulting in additional teachers identified by TEA for TIA. **Staff Responsible for Monitoring:** Campus Admin Instructional Coach District Facilitators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Celebrate/Recognize Staff Quarterly for student achievement using district benchmark data and staff attendance. 80% of students meeting Standard- Honorable Mention/85% Meeting Standard, and 100% Club Staff Recognition PK-8. Recognize Staff for quarterly perfect attendance. **Strategy's Expected Result/Impact:** Increased staff engagement resulting in retention of staff and opportunity to receive recognition and possible teacher incentives (TIA) as students achieve and grow incrementally according to the data. **Staff Responsible for Monitoring:** Campus Admin College and Career Coordinator Department Chairs/Team Leaders Instructional Coach **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will follow budgetary processes, procedures, and timelines as set by the District. **Strategy's Expected Result/Impact:** Maintain fiscal responsibility and integrity at the campus level. **Staff Responsible for Monitoring:** Campus Admin Campus Secretary District Finance Support				

 No Progress Accomplished Continue/Modify Discontinue

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus-based Incentive Plan developed to monitor and incentivize student quarterly attendance (i.e perfect attendance recognition quarterly) **Strategy's Expected Result/Impact:** Increased student attendance by quarter **Staff Responsible for Monitoring:** Campus Admin PEIMS/Attendance Clerk District Attendance Facilitator **Title I:** 2.5, 2.6 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3 Problem Statements:

Perceptions
Problem Statement 1: As we endeavor to provide quality instruction to our PK-8 students and extend course offerings on our campus, our challenge is communicating our course offerings to our community in Grand Prairie as well as outside Grand Prairie (School of Choice). **Root Cause**: Developing a comprehensive communication plan to inform community members of the opportunities and offerings at Moore.

Site Based Decision Making Committee

Committee Role	Name	Position
Community/Business	Lori White	Community/Business
Parent-PTA	Melissa Constancio	PTA President
Parent-PTA	Rachel Raynor	Parent
Business Owner	Pedro Davila	Business Owner
District Professional	Mandi Nelson	T &L District Professional
Campus Professional	Chevondolyn Williams	Dean of Instruction
Teacher	Shana Black	RLA Dept Chair
Community Member	Retina Vincent	Community Member
Teacher	Tammy Satchell	5th Team Leader
Teacher	Natalie McCray	4th Team Leader
Teacher	Jennifer Osby	3rd Team Leader
Teacher	LeeAnne Gomez	2nd Team Leader
Teacher	Sarah Robertson	1st Team Leader
Parent	Leslie Demarais	Parent
Parent	Carina Flores	Parent
Campus Auxiliary	Wendy Maldonado Rodriguez	Paraprofessional
Campus Professional	Nichole Holland	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024