Grand Prairie Independent School District

Moseley Elementary

2024-2025 Improvement Plan



Mission Statement

To provide our students with a positive, equitable learning environment with high expectations for all students where they will be treated with equity and compassion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mike Moseley Elementary is located in the Grand Prairie ISD which is the 9th largest city in the Dallas-Fort Worth Metroplex and the 17th largest city in the state of Texas. Grand Prairie is conveniently located between Dallas and Fort Worth in the far western part of Dallas County. More than 195,000 people live in Grand Prairie. Residents tend to be 30-something, dual-income homeowners. In Grand Prairie, families who have lived here for generations welcome newcomers who choose to move to Grand Prairie for the same reasons the natives don't leave – location, great schools, and hometown atmosphere.

Mike Moseley employs approximately 80 employees. Mike Moseley serves a little more than 600 students including zoned students, in and out of district students, and students placed for special programing including dual language and Children with Autism and Related Exceptionalities (CARE).

Our Student Population consists of:

The campus has a diverse student population with 61% Hispanic students, 22% Black/African-American students, 6% White students, 7% Asian students, 3% two or more races, 1% American Indian/Alaskan students, and 0% Hawaiian/Pacific Islander students. The socioeconomic status of our students is varied, with 70% eligible for free or reduced-price lunch. 2 % of students are coded "Homeless" and fall within various categories. Students coded homeless may live in doubled-up homes with another family, in shelters, unsheltered (i.e., living in a vehicle), or in substandard housing. Additionally, 15% of Moseley students receive special education services or are served by 504 plans, and 48% are English language learners (ELL). For the 24-25 school year, 7% of students are identified as gifted and talented and receiving services aligned with their needs.

In the 23-24 school year, 14 discipline referrals were given across the campus: 2 at the lower elementary school level (Pk-2) and 14 at the upper elementary school level (3-5), A total of 1 alternative school placement occurred in the 23-24 school year.

According to the most recent Texas Academic Performance Report (TAPR, 2022-2023), the mobility rate within the district is 17.5% and our graduation rate is 93.3% with a drop out rate of 4.4%. The 22-23 attendance rate overall for GPISD stands at 93.1%. Early education and high school attendance rates fall below the district average (around 91.6%). Enrollment has steadily declined in GPISD over the last five years from 29,266 students in 2019 to 26,146 in 2024. The 22-23 attendance rate for Moseley is 95.1%. Pre-K and Kinder attendance rates fall below the district average. Enrollment has slightly declined at Moseley over the last five years from 622 students in 2019 to 603 students in 2024. Increased availability of charter schools have contributed to this decline. In terms of teacher retention, our campus had a 25% teacher turnover rate from 2023/24 to 2024/25 school year. This rate exceeds the state average for the same time period, 21.4%, and is influenced by transfers, promotions, and resignations. Approximately 45% of staff are 0-5 years experience. The average years of teaching experience among our educators is 10 years, with 15% of our teaching staff holding advanced degrees. Administrator, teacher and staff positions are based on SBOE criteria for certifications. The principal at Moseley is entering her second year as campus

leader, serving the prior 4 year as an assistant principal in GPISD. Salaries for professional staff are slightly above the state average (Source 22-23 TAPR Report). Recruitment and retention efforts will be improved with more effective training and support efforts. GPISD is utilizing content facilitators, strategists and iCoaches to assist teachers at the campus and classroom level to apply training components from content to classroom management.

Sources of Data: 23-24 TAPR report (most recent report available at the time of CNA); Past and current PEIMS data; past and current departmental data

Demographics Strengths

- Diverse population
- 42 students identified as gifted and talented
- School of Choice for Two-Way Bilingual students
- North Texas and the Grand Prairie area have strong, growing economies.
- Moseley is a community school. All zoned students live within walking distance.
- Highly sought after School of Choice

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The school's total student enrollment has declined over the past five years, impacting both funding and resource allocation.
Root Cause: The declining student enrollment can be attributed to demographic shifts in the local community, including increasing number of charter schools within the district and an increase in families moving to neighboring districts due to housing affordability

Student Learning

Student Learning Summary

2024 State Achievement Summary

The STAAR exam, which stands for the State of Texas Assessments of Academic Readiness, is a series of standardized tests used in the state of Texas to assess the academic
achievement of public school students from grades 3 through 12. These exams are an integral part of the Texas education system and play a significant role in measuring student
performance, evaluating school accountability, and informing educational policies. Moseley and GPISD results for 2024 in each subject area can be found below.

Reading Language Arts Performance- All grade levels 3-5	Moseley Approaches	GPISD Approache	State Approache	Moseley Meets	GPISD Meets	State Meets	Moseley Masters	GPISD Masters	State Masters
2023	81	73	78	54	49	55	25	16	21
2024	74	68	74	48	44	53	20	15	22

- Approaches grade level: Moseley saw a 7 percentage point loss in student performance. The state saw a 4 percentage point difference representing a 5% loss.
- Meets grade level: Moseley saw a 6 percentage loss in student performance. The state saw a 2 percentage point difference representing a 4% loss.
- Masters grade level: Moseley saw a 5 percentage loss in student performance. The state saw a 1 percentage point difference representing a 5% gain.
- The chart shows Moseley and GPISD progress from last year to this year in relation to the state.
  At each level we widened our gap with the state slightly.

Math- All grade levels	Moseley Approaches	GPISD Approaches	State Approaches	Moseley Meets	GPISD Meets	State Meets	Moseley Masters	GPISD Masters	State Masters
2023	78	68	74	46	44	44	19	15	19
2024	75	68	69	48	36	41	22	12	17

- Approaches grade level: Moseley saw a 3 percentage point loss in student performance. The state saw a 5 percentage point difference representing a 7% loss.
- Meets grade level: Moseley saw a 2 percentage point gain in student performance. The state saw a 3 percentage point difference representing a 7% loss.
- Masters grade level: Moseley saw a 3 percentage point gain in student performance. The state saw a 2 percentage point difference representing a 11% loss.
- The chart shows Moseley and GPISD progress from last year to this year in relation to the state. At approaches grade level we gained 6 points of ground relative to the state. At meets and masters grade level we gained by 7 points and 5 points respectively.

Science- 5th Grade	Moseley Approaches	GPISD Approaches	State Approaches	Moseley Meets	GPISD Meets	State Meets	Moseley Masters	GPISD Masters	State Masters
2023	67	69	76	35	37	47	13	11	18
2024	55	69	72	27	33	42	13	9	15

- Approaches grade level: Moseley saw a 12 percentage point loss in student performance. The state saw a 4 percentage point difference representing a 6% loss.
- Meets grade level: Moseley saw a 8 percentage point loss in student performance. The state saw a 5 percentage point difference also representing an 11% loss.
- Masters grade level: Moseley saw a 0 percentage point difference in student performance. The state saw a 3 percentage point difference representing a 17% loss.
- The chart shows Moseley and GPISD progress from last year to this year in relation to the state. At approaches and meets grade level we lost ground relative to the state. At masters grade level we maintained our position.

2024 MAP Achievement Summary

MAP, or the Measure of Academic Progress test, is a computer-adaptive skills assessment that provides parents, teachers and administrators with metrics to measure a student's academic growth and progress early in their academic life. It is also considered a standardized test that schools use to measure student achievement and student performance in different achievement levels and grades. Moseley results for BOY to EOY 2023-2024 in each subject area can be found below.

Reading Language Arts Performance-	Reading BOY	Reading EOY	Reading SP BOY	Reading SP EOY	Math BOY	Math EOY	Science BOY	Science EOY
k	69	66	48	77	58	65	n/a	n/a
1st	31	35	66	69	46	52	n/a	n/a
2nd	36	46	51	36	38	37	56	52
3rd	55	54	28	19	45	55	67	57
4th	54	46	36	44	49	49	68	59
5th	49	55	37	27	55	48	56	69

2024 State TELPAS Performance Summary

TELPAS measures the progress that ELLs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency
assessments for ELLs in grades K–12 in the language domains of listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of
increasing English language proficiency: beginning, intermediate, advanced, and advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the
TEKS curriculum

For the 23-24 school year, a total of 205 EL students were administered the TELPAS at Moseley. The results are found in the table below.

Percentage of Students at Each Performance Level (All District, All Students)	Listening District/ Campus	Speaking District/ Campus	Reading District/ Campus	Writing District/ Campus	Composite District/ Campus
Beginning	13/12	22/31	41/22	31/27	17/15
Intermediate	26/20	33/36	36/37	36/37	46/42
Advanced	35/28	22/23	20/20	20/28	29/31
Advanced High	26/40	22/10	3/21	3/9	8/12

Student Learning Strengths

Overall, Moseley is progressing in Academic Growth in Domain 2 of TEA Accountability with an 87%. We are also strong in closing the gaps with our students scoring an 87%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gains need to be made in science achievement.
Root Cause: Students need more time performing hands-on experiments.

Problem Statement 2 (Prioritized): Gains need to be made in writing.
Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 (Prioritized): Students need to maintain growth trajectory in all areas.
Root Cause: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

Problem Statement 4 (Prioritized): Gains need to be made in math achievement.
Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.

Problem Statement 5 (Prioritized): Overall reading levels have declined.
Root Cause: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

District of Innovation
Schools of Choice are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. Over the last several years, based on an outpouring of support from the community and staff, GPISD has successfully transitioned into a fully open-enrollment district, offering numerous Schools and Programs of Choice throughout the district.

The Grand Prairie Independent School District (GPISD) offers a variety of unique educational experiences through its **Elementary Schools of Choice**, catering to different interests and needs:

- Moseley Elementary is a consistently high performing campus with a 2-way bilingual program. In grades PK-5, we offer students the opportunity to opt in to a program that promotes bilingual, biliterate, and bicultural education. In our DLE classrooms (Dual Language English, the students' primary language is English. In the DLS (Dual Language Spanish). In grades PK-1 students are taught reading skills in their home language. In grades 2-5, students spend 50% of their reading instruction in the opposite language. In grades PK-5, Math is taught to all students in English, while Social Studies and Science are taught in Spanish.
- Students at Moseley also have the opportunity to attend a traditional classroom.
- Students are provided enrichment activities to explore careers, schools and career pathways. These activities are designed to allow students to gain insight to other Schools of Choice within the district that they might pursue upon completing 5th grade at Moseley.

The Grand Prairie Independent School District offers **Elementary/Middle Schools of Choice**, providing non-traditional learning opportunities:

- **College and Career Preparation:** Sallye Moore College and Career Preparatory serves students from Pre-K to 8th grade, focusing on college and career readiness.
- **Collegiate Program:** The School for Highly Gifted is available for students in grades 1-8.
- **World Language Focus:** Travis World Language Academy emphasizes language education and serves students from Pre-K to 8th grade.
- **Grand Prairie Collegiate Institute**

The Grand Prairie Independent School District offers **Secondary Schools of Choice**, providing unique educational opportunities for students seeking non-traditional learning experiences. These schools are grouped into various pathways:

Career and Technical Education (CTE):

Wall-to-Wall

- Digital Arts & Technology Academy at Adams Middle School (Grades 6-8)
- Dubiski Career High School (Grades 9-12)
- Young Women's Leadership Academy at Arnold (Grades 11-12)
- Grand Prairie Collegiate Institute (Grades 6-12)

Comprehensive

- Grand Prairie High School (Grades 9-12)
- South Grand Prairie High School (Grades 9-12)

Collegiate: Grand Prairie Collegiate Institute (Grades 6-12)

Fine Arts: Grand Prairie Fine Arts Academy (Grades 6-12)

Leadership:

- Young Women's Leadership Academy (Grades 11-12)
- STEM (Science, Technology, Engineering, and Mathematics)
- Digital Arts & Technology Academy at Adams Middle School (Grades 6-8)
- Grand Prairie Collegiate Institute (Grades 6-12)

These schools provide specialized pathways for students seeking unique educational experiences, and they may serve various grade levels within their

respective programs.
Additionally, traditional schools in the district also offer a range of programs of choice.

CTE Programming

Grand Prairie ISD's Career and Technical Education program is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership, and service. The Grand Prairie CTE program is designed to equip students for the world outside GPISD and is aligned with the workforce needs of the Dallas/Fort Worth area. CTE students are provided a unique opportunity to explore various CTE Programs of Study and prepare them for the workforce.

Students participating in CTE Programs of Study can:

- Earn Industry-Based Certifications (IBCs)
- Take advantage of paid/unpaid internships with community partners
- Network with professionals in their field
- Learn on state-of-the-art equipment
- Join and compete in Career and Technical Student Organizations (CTSOs)

School Processes & Programs Strengths

- Diverse educational opportunities
- District of Innovation
- Open-Enrollment district
- Special Education Services
- Technology Integration
- Data-Driven Decision-Making
- Innovative Teaching Methods
- Dual credit, dual enrollment, and AP course offerings
- Top Tier Fine Arts Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More students throughout the district need to take advantage of the advanced academic programs offered.
Root Cause: Elementary schools need to support and promote higher rigor activities and exposure to options for our students

Perceptions

Perceptions Summary

PARENT ENGAGEMENT SURVEY

The End-of-Year Family Engagement Parent Survey was conducted in May 2024. The survey was distributed to all families in the Grand Prairie Independent School District (GPISD) via email and remained open for two weeks. It included a mix of six Likert scale questions and three open-ended questions. District-wide results were based on 3,201 responses, nearly doubling the response rate from the previous year (1,781 responses in May 2023). Key findings from the survey are as follows:

Feeling Welcomed: Approximately 66% of respondents reported feeling "very welcomed" at their child's school, indicating a positive perception of the school environment. This is consistent with the previous year's data, which showed 67%..

Safety Measures: About 59% of respondents felt that the safety measures at their child's school were "very effective," reflecting confidence in the school's security protocols. This percentage is nearly identical to the previous year's result of 58%.

Overall Experience: A majority, 54%, reported having a "very positive" experience as a GPISD parent or guardian, reflecting overall satisfaction. This is a slight decrease from 57% in the previous school year.

Communication: Approximately 62% of respondents felt that their child's school communicated "very well" regarding events and activities, indicating effective communication practices. This is consistent with the previous year's result of 61%.

Contacting Teachers: 68% of respondents expressed being "very likely" to contact their child's teacher regarding academic needs or other supports, emphasizing strong parent-teacher communication. This is a slight decrease from 72% in the previous school year.

Awareness of Workshops: A significant 85% of respondents were aware that GPISD offers both campus and district parent workshops, indicating strong awareness of available resources. This is an increase of 3% from the previous year. Additionally, GPISD had 38,284 participants district-wide in campus and district family engagement activities.

However, campus-specific data revealed that less than 50% of parents felt "very welcomed" at two campuses, indicating opportunities for improvement in creating a welcoming atmosphere at all schools within GPISD. This is a slight improvement over the previous year when five schools were below the 50% threshold.

Grand Prairie ISD staff and administrators work closely with campus Parent Liaisons and Social Workers, who serve as advocates for parents and students. Their efforts facilitate meaningful parental involvement in our schools, enhance the learning ability of children, and help parents identify and access valuable community and educational resources. Parental involvement through the Campus Improvement Committee (CIC) also provides parents with the opportunity to contribute to campus strategies and offer solutions to meet the needs of our community. Each campus's CIC operates throughout the year in an advisory capacity, helping to shape the culture and climate of our school community.

Community Visioning Committee

During the 2023-24 school year, the Community Visioning Committee met six times, beginning in October and concluding in March, when findings were formally presented to the Board of Trustees at its regular monthly meeting. The committee was composed of members recommended by the Board and the Superintendent, as well as community members, staff, parents, and students. Participants were organized into groups to study the following areas in detail:

- Social and Emotional Learning
- Teaching and Learning
- Security
- Family and Community Involvement
- Technology
- Career and Technology Education
- Specialized Programs
- Financial Resources

The committee's charge was to gain a deep understanding of the District in order to formulate and recommend a shared community vision to the Board, guiding the District's progress in the coming years. The ultimate goal of this strategic plan is to inform decisions made by District leaders to best prepare our students for success during their school years and beyond.

The committee's work culminated in the development of a comprehensive profile of a GPISD graduate, along with the District's mission, vision, and core value statements, as well as priority focus areas and objectives. These elements have become the foundation for the goals and objectives outlined in the District Improvement Plan for the 2024-25 school year.

Panorama Student School Climate/SEL Screener Survey

Each year, students in GPISD participate in the Panorama survey, which measures their perceptions of connection and belonging, as well as their strengths in self-efficacy, self-management, growth mindset, and social awareness. In Spring 2024, over 75% of GPISD students responded to the survey, marking a significant increase in participation year-over-year and ensuring a robust data set for analysis.

Student Competency and Well-Being Measures

In the Panorama Social-Emotional Learning: Student Competency & Well-Being Measures survey, students respond to questions about how they perceive their own social-emotional skills.

Grades 3-5: Student Competency and Well-Being at Moseley

Topic	Percent Favorable	Compared to others nationally	Changes since Fall of 2023
Self-Management	74%	Slightly higher than the national average	5% decrease
Social Awareness	72%	Higher than the national average	3% decrease
Growth Mindset	71%	Higher than the national average	3% decrease
Self-Efficacy	62%	Slightly higher than the national average	5% increase

Student Supports and Environment

In the Panorama Social-Emotional Learning: Student Supports and Environment survey, students provide feedback on how well their school is meeting their needs.

Grades 3-5: Student Supports and Environment at Moseley

Topic	Percent Favorable	Compared to others nationally	Changes since Fall of 2023
Teacher-Student Relationships	77%	Higher than the national average	7% decrease
Sense of Belonging	70%	Higher than the national average	5% decrease

Key Insights from the Panorama Survey

Improvement in Self-Efficacy: Elementary students showed a 5% increase in self-efficacy. Although there was a 5% increase, the percent favorable was only 62%. Would like at least 70%. Will garner some SEL lessons towards self-efficacy.

Strong Teacher-Student Relationships: 77% of elementary students feel very supported by their teachers, highlighting the importance of these relationships in student well-being. This area is concerning because it decreased by 7%.

Focus on Sense of Belonging: While 70% of our students report a strong sense of belonging, this is an area of concern as it decreased by 6% from the Fall 2023 survey.

Perceptions Strengths

Perceptions Strengths

- The End-of-Year Family Engagement Parent Survey saw nearly double the response rate compared to the previous year.
- A majority of families report feeling very welcomed at their child's school.
- Most families feel confident in the safety measures implemented at their child's school.
- A significant number of parents are very likely to reach out to teachers for academic support.
- There is strong awareness of parent workshops, with high participation in family engagement activities.
- Improvements have been made in creating a welcoming atmosphere at more campuses.
- Positive teacher-student relationships were reported by students in grades 3-5.
- A strong sense of belonging is felt by students in grades 3-5.
- There was a 5% increase in self-efficacy for students in grades 3-5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.
Root Cause: As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.

Problem Statement 2 (Prioritized): While 70% of our students report a strong sense of belonging, this is an area of concern as it decreased by 6% from the Fall 2023 survey.
Root Cause: Students do not have enough opportunities to connect to others through shared interest.

Priority Problem Statements

Problem Statement 1: The school's total student enrollment has declined over the past five years, impacting both funding and resource allocation.

Root Cause 1: The declining student enrollment can be attributed to demographic shifts in the local community, including increasing number of charter schools within the district and an increase in families moving to neighboring districts due to housing affordability

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gains need to be made in science achievement.

Root Cause 2: Students need more time performing hands-on experiments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Gains need to be made in writing.

Root Cause 3: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students need to maintain growth trajectory in all areas.

Root Cause 4: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Overall reading levels have declined.

Root Cause 5: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Gains need to be made in math achievement.

Root Cause 6: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: More students throughout the district need to take advantage of the advanced academic programs offered.

Root Cause 7: Elementary schools need to support and promote higher rigor activities and exposure to options for our students

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.
Root Cause 8: As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: While 70% of our students report a strong sense of belonging, this is an area of concern as it decreased by 6% from the Fall 2023 survey.
Root Cause 9: Students do not have enough opportunities to connect to others through shared interest.
Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

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), maintain zero Out of school suspension (OSS from 739 to 702), and no more than one 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: Implement Positive Behavioral Interventions with counseling lessons for students and teachers. **Strategy's Expected Result/Impact:** By June 2025, Moseley will see a 40% decrease in in-school suspension (ISS from 14 to 8), maintain zero Out of school suspension (OSS), and no more than one Disciplinary Alternative Education Program (DAEP) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices. Decreased behavioral referrals, ISS and OSS. Increased learning time. **Staff Responsible for Monitoring:** Administrators and Counselor **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development on building a Effective Learning Environments for students. Implement elements of PBIS. **Strategy's Expected Result/Impact:** By November 2024, provide professional development for all staff on building effective learning environments for students. This will include at least two training sessions focused on implementing elements of PBIS. Success will be measured through staff participation, feedback surveys, and observable implementation of strategies in classrooms. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1, 2	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: By implementing a structured and engaging PBIS reward system, Moseley will foster a positive school culture where students are motivated to demonstrate respect, responsibility, and kindness. The Thunderbucks system will help reinforce good decision-making, social-emotional growth, and a sense of achievement, ultimately leading to a more supportive and encouraging learning environment for all students. **Strategy's Expected Result/Impact:** By October 2024, students at Moseley will actively participate in the Thunderbucks PBIS reward system, earning Thunderbucks for demonstrating positive behaviors aligned with school expectations. Students will have the opportunity to redeem their Thunderbucks at the Thunderbucks Store once a month, reinforcing positive behavior choices. Success will be measured by student participation rates, frequency of store visits, and a decrease in behavioral referrals, indicating improved school-wide behavior. **Staff Responsible for Monitoring:** counselor, admin, teachers **Title I:** 2.531, 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Thunderbuck Strore Incentive Items - 199 - General Fund - $500	N/A	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%. **Root Cause**: As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.

Problem Statement 2: While 70% of our students report a strong sense of belonging, this is an area of concern as it decreased by 6% from the Fall 2023 survey. **Root Cause**: Students do not have enough opportunities to connect to others through shared interest.

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 principal will use technology such as weekly news communication Moseley Times or group messaging (Remind or grade level text thread) to send weekly safety reminders. Create accountability measures where staff members report or check off tasks completed related to district safety protocols (e.g., securing doors). **Strategy's Expected Result/Impact:** By May 2025, the campus principal will enhance communication and accountability for school safety by utilizing technology such as weekly news communications or group messaging (Remind or grade-level text threads) to send weekly safety reminders. Additionally, an accountability system will be implemented where staff members report or check off completed safety tasks, such as securing doors, in alignment with district safety protocols. Success will be measured by consistent messaging, staff compliance tracking, and periodic reviews of safety task completion reports. **Staff Responsible for Monitoring:** Administrators and Front Line Staff **Title I:** 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** S'Mores Newsletter - 199 - General Fund - $160	55%	60%	90%	

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.

High Priority

HB3 Priority Focus Area

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By recognizing and rewarding academic growth and excellence, Moseley will foster a motivated learning environment where students are encouraged to strive for higher achievement. The incentive program will also reinforce effective instructional strategies among teachers, leading to increased student engagement, confidence, and mastery of grade-level content. Over time, this initiative will contribute to closing achievement gaps and raising overall performance across all student subgroups. **Strategy's Expected Result/Impact:** Moseley will implement a structured incentive program to reward students and teachers for improved performance on quarterly and benchmark assessments. Incentives will be tied to growth and achievement across all student subgroups, with a focus on increasing the percentage of students reaching MEETS and MASTERS performance levels. Success will be measured by assessment data trends, participation in the incentive program, and overall student performance growth on district and state assessments. By June 2025, Moseley will elevate the number of students that perform at Meets grade level or above on STAAR Reading by 5% (from 48% to 53%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices. **Staff Responsible for Monitoring:** iCoach, Administrators and Team leads **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 5 **Funding Sources:** Success incentives - 199 - General Fund - $1,000	45%	70%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers participate in quarterly data meetings to reflect upon student performance for analysis and identification of strengths and deficits, as well as next steps for improvement. Individual student groups and overall performance toward MEETS and MASTERS will be used for Action Plans. Provide coaching instructional support for classroom instruction on hands on learning, meeting students learning needs and accelerated instructional strategies. **Strategy's Expected Result/Impact:** By May 2025, all teachers will participate in quarterly data meetings to analyze student performance, identify strengths and areas for growth, and develop action plans targeting individual student groups. These meetings will focus on improving student performance toward MEETS and MASTERS standards. Teachers will demonstrate increased ability to analyze data and reflect on the impact of instruction through documented action plans and instructional adjustments. Success will be measured by growth in teacher data-analysis skills (evidenced in meeting discussions and planning) and increased student achievement across all student groups. **Staff Responsible for Monitoring:** iCoach, Administrators, leadership team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5	40%	75%	85%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By implementing targeted literacy interventions and diverse instructional strategies, Moseley Elementary will create a supportive and engaging learning environment that enhances reading and writing proficiency. Small-group instruction, tutoring, and differentiated learning experiences will ensure that students receive personalized support, leading to increased confidence, comprehension, and overall academic achievement. These efforts will directly contribute to the district's HB3 goal of improving early literacy outcomes. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will improve early childhood literacy proficiency by increasing the percentage of third graders achieving or surpassing the "Meets Grade Level" category on the STAAR Reading assessment from 40% to 45%. To achieve this, students will participate in structured small-group instruction led by teacher aides and tutors, utilizing varied learning modalities to strengthen reading and literacy skills. **Staff Responsible for Monitoring:** Administrators team leaders and iCoach **Title I:** 2.4, 2.5, 2.51, 2.52, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 5	25%	50%	75%	

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2 Problem Statements:

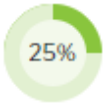
Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Student Learning
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: Moseley Staff will use regular formative assessments to identify students' math skill levels and create flexible small groups for targeted instruction. This will allow teachers to focus on specific problem-solving and foundational skill gaps, particularly for students who need extra support. **Strategy's Expected Result/Impact:** By May 2025, Moseley staff will implement regular formative assessments to identify students' math skill levels and create flexible small groups for targeted instruction. Teachers will use assessment data to address specific problem-solving and foundational skill gaps, particularly for students needing extra support. Success will be measured by the frequency of formative assessments, documented small group instruction plans, and student growth in math proficiency as reflected in benchmark assessments and classroom performance. **Staff Responsible for Monitoring:** Administrators team leaders and iCoach **Title I:** 2.4, 2.5 **- 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:** Student Learning 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By strengthening instructional quality and aligning teaching practices with data-driven insights, Moseley will empower educators to provide more targeted and effective math instruction. This will lead to higher student engagement, deeper conceptual understanding, and improved problem-solving skills, ultimately resulting in increased student achievement on STAAR Mathematics and greater overall confidence in math proficiency. **Strategy's Expected Result/Impact:** By June 2025, Moseley will increase the percentage of students performing at Meets grade level or above on the STAAR Mathematics assessment by 5%, rising from 48% to 53%. This will be achieved through the use of high-quality instructional materials and a standards-aligned curriculum, guided by data-driven instructional practices. Progress will be monitored through formative assessments, quarterly data meetings, and targeted intervention strategies, ensuring continuous support for student growth. **Staff Responsible for Monitoring:** Admin, iCoach **Title I:** 2.4, 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Tutoring Materials - 211 - Title 1 - $1,000	25%	65%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.

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: By embedding structured problem-solving exercises into daily instruction, Moseley Elementary will strengthen students' critical thinking and mathematical reasoning skills. Teaching methodical strategies for multi-step problems will build confidence, improve accuracy, and foster a deeper understanding of math concepts. These efforts will contribute to higher student achievement in math and better prepare students for future academic success. **Strategy's Expected Result/Impact:** By February 2025, Moseley Elementary staff will incorporate daily problem-solving exercises into all math lessons for grades K-3, requiring students to apply foundational skills in real-world scenarios. Teachers will focus on breaking down multi-step problems and providing methodical problem-solving strategies. Success will be measured by: A 10% increase in the number of students demonstrating proficiency in solving multi-step problems on formative assessments. A 3% increase in the number of third graders achieving "Meets" grade level on the STAAR Math assessment by June 2025. **Staff Responsible for Monitoring:** Admin and iCoach **Title I:** 2.4, 2.5, 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4 **Funding Sources:** Lonestar Learning - 199 - General Fund - $6,000	50%	70%	75%	

No Progress



Accomplished


Continue/Modify


Discontinue

Measurable Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.

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: By implementing targeted interventions and professional development, Moseley Elementary will ensure that all students, especially those identified as economically disadvantaged, receive the personalized support needed to succeed in reading, math, and writing. Utilizing experienced educators and research-based strategies will strengthen student comprehension, problem-solving abilities, and overall academic confidence. These efforts will bridge learning gaps, increase student proficiency, and contribute directly to improved STAAR performance in alignment with the district's Closing the Gaps goal.	40%	50%	60%	
Strategy's Expected Result/Impact: By June 2025, Moseley Elementary will increase the percentage of students identified as economically disadvantaged in the Closing the Gaps domain who perform at Meets Grade Level or above on the STAAR Reading and Math assessments by 4% (Reading: from 44% to 48%; Math: from 44% to 48%). To achieve this: Retired teachers and trained support staff will provide research-based interventions in reading, math, and writing. Targeted student groups will include ALL, Eco Dis, AA, H, SPED, and ELL students to ensure equitable academic support. Professional Development will be provided to teachers on differentiated instruction strategies to effectively address text analysis and foundational math skills while closing learning gaps. **Staff Responsible for Monitoring:** Administrators and iCoach **Title I:** 2.4, 2.5, 2.51, 2.53, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3, 4, 5 **Funding Sources:** - 199 - SCE, - 211 - Title 1				

No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By utilizing multi-sensory instructional strategies and scaffolded lessons, Moseley Elementary will provide Special Education students with the targeted support they need to strengthen their reading and math proficiency. These evidence-based approaches will enhance student engagement, increase confidence in problem-solving, and foster academic growth. Through consistent and differentiated instruction, students will build a stronger foundation for long-term success, directly contributing to the district's goal of improving Special Education achievement in reading and math. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase the percentage of Special Education students in the Academic Achievement component who meet performance targets in reading and mathematics by 4% (from 48% to 52%). To achieve this: Inclusion teachers will incorporate multi-sensory approaches (e.g., manipulatives, visual aids, and hands-on activities) in both reading and math instruction to enhance comprehension and engagement. Lessons will be scaffolded by breaking down complex skills into manageable steps, ensuring students gradually master foundational skills in both subjects. **Staff Responsible for Monitoring:** Administrators, SPED staff **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3, 4, 5	20%	45%	60%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By integrating language acquisition strategies and sheltered instruction techniques into daily instruction, Moseley Elementary will strengthen academic achievement and language development for Emergent Bilingual students. With the support of targeted interventions and small-group instruction, students will gain confidence and proficiency in both reading and math. These efforts will help bridge learning gaps, increase student success on performance assessments, and contribute to the district's goal of improving outcomes for Emergent Bilingual learners. **Strategy's Expected Result/Impact:** By February 2025, Moseley Elementary staff will embed language acquisition strategies into all reading and math lessons to support Emergent Bilingual (EB) students in accessing grade-level content while developing their language skills. Teachers will implement sheltered instruction techniques, including modeling, visuals, and interactive discussions, to enhance comprehension and engagement. Additionally: DLS and SLE teachers will provide prescriptive services and targeted interventions in reading and math for all Emergent Bilingual students. ESL and BiLingual Aides will support small-group instruction based on students' individual needs. Success will be measured by a 4% increase in the percentage of Emergent Bilingual students meeting performance targets in reading and math by June 2025. **Staff Responsible for Monitoring:** Administrators, DLS and DLE teachers, iCoach **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3, 4, 5 **Funding Sources:** - 199 - SCE, - 211 - Title 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By strengthening instructional practices and leveraging technology-based learning tools, Moseley Elementary will provide students with engaging, personalized learning experiences that improve reading and math growth. Ensuring rigorous, data-informed instruction will help close achievement gaps, enhance student confidence, and increase overall academic success, aligning with the district's goal of continuous student growth in core subjects. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase the percentage of students meeting their growth targets in reading and mathematics by 4% (Reading: from 71% to 75%; Math: from 73% to 77%). To achieve this: Teachers will integrate digital and software-based learning to provide targeted practice opportunities that enhance student proficiency in reading and math. Staff will ensure rigorous, standards-aligned Tier I instruction by implementing backward design and data-driven planning to address diverse learning needs, including students with learning gaps. **Staff Responsible for Monitoring:** iCoach, Admin, Team leaders **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3, 4, 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By implementing scaffolded instruction, data-driven progress monitoring, and individualized intervention plans, Moseley Elementary will ensure that Special Education students receive the targeted support necessary to build foundational skills and achieve growth in reading and math. Utilizing MAP testing data to inform instruction will help close learning gaps, increase student confidence, and improve overall academic success, aligning with the district's commitment to enhancing Special Education student achievement. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase the percentage of Special Education students meeting their growth targets in reading and math by 7% through targeted instructional strategies. To achieve this: Teachers will scaffold instruction by breaking down complex tasks into manageable steps in all reading and math lessons. Student progress will be monitored using clear, data-driven benchmarks, allowing for instructional adjustments based on individual growth. Baseline data from MAP testing will be used to identify student needs, strengths, and areas of deficit, helping to develop additional IEP goals and tailored intervention plans to support student progress. **Staff Responsible for Monitoring:** SPED teachers, Administrators **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3, 4, 5	10%	40%	55%	

No Progress Accomplished Continue/Modify Discontinue

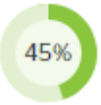
Measurable Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By providing targeted professional development, data-driven interventions, and structured language support, Moseley Elementary will create a rigorous and inclusive learning environment for Emergent Bilingual students. The integration of academic vocabulary development and content instruction will improve comprehension, critical thinking, and problem-solving skills, leading to increased reading and math proficiency. These efforts will ensure that Emergent Bilingual students gain confidence, close learning gaps, and make measurable academic progress, aligning with the district's commitment to student success. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase the percentage of Emergent Bilingual (EB) students demonstrating academic progress in reading and mathematics by 7% (from 74% to 81%). To achieve this: The Bilingual/ESL Department will provide ongoing professional development to teachers on integrating language acquisition strategies with content instruction. Teachers will focus on academic vocabulary development alongside content knowledge to ensure consistent language and skill-building support in reading and math. Prescriptive instructional services and interventions will be implemented to address Emergent Bilingual students' learning needs. Baseline data from MAP assessments will be used to identify individual student needs and place students in small groups for targeted, intensive interventions in reading and math. **Staff Responsible for Monitoring:** DLS and DLE teachers, iCoach , Team leads and Administrators **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3, 4, 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

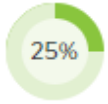
Measurable Objective 10 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By integrating structured speaking and listening activities, targeted interventions, and data-driven instructional planning, Moseley Elementary will create a language-rich environment that supports English Learners in building confidence and fluency in spoken English. These strategies will enhance communication skills, comprehension, and academic engagement, leading to a measurable increase in TELPAS speaking scores and overall language proficiency, aligning with the district's commitment to supporting English Learners' success. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase TELPAS composite scores for English Learners (ELs) by 5% through structured opportunities for language practice. To achieve this: Teachers will implement structured daily activities that encourage ELs to practice listening and speaking skills through peer discussions, think-pair-share exercises, and oral presentations. Sentence frames and structured dialogue opportunities will be incorporated to support fluency and comprehension. Prescriptive instructional services and interventions will be provided to address individual English Learner needs. Baseline data from MAP assessments in Reading and Math will be used to determine student needs, and students will be assigned to small groups for targeted, intensive interventions. **Staff Responsible for Monitoring:** DLS and DLE teachers, iCoach, Administrators **Title I:** 2.4, 2.5, 2.51, 2.52, 2.534, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3, 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 11 Problem Statements:

Student Learning

Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By ensuring all instructional staff receive specialized training and actively participate in weekly RTI collaboration, Moseley Elementary will strengthen intervention practices, improve student progress monitoring, and provide targeted support for students receiving specialized services. The development of personalized action plans and data-driven decision-making will help accelerate student growth, leading to more students successfully exiting intervention tiers and demonstrating improved academic performance. These efforts will align with the district's commitment to high-quality, equitable instruction for all students.	35%	65%	70%	
Strategy's Expected Result/Impact: By June 2025, Moseley Elementary will implement best instructional practices for specialized programs by ensuring 100% of instructional staff and leaders are trained to support students receiving specialized services, as documented by training logs. To achieve this: Staff will engage in weekly RTI collaboration meetings with 100% attendance from teachers, instructional leaders, and interventionists. During these meetings, the team will analyze student progress, review intervention data, and develop next steps for each student. Personalized action plans will be developed for 100% of students in the RTI process to ensure targeted, data-driven interventions. Success will be measured by a 10% increase in the number of students successfully transitioning out of Tier 2 and Tier 3 interventions. **Staff Responsible for Monitoring:** Administration and District specialists of specialized programs. **Title I:** 2.4, 2.5, 2.51, 2.53, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2, 3, 4, 5				

No Progress Accomplished Continue/Modify Discontinue

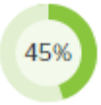
Measurable Objective 12 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By enhancing science instruction through hands-on experiments, inquiry-based learning, and data-driven planning, Moseley Elementary will create a dynamic, engaging science curriculum that fosters critical thinking and problem-solving skills. The integration of real-world scientific phenomena will encourage student curiosity, deeper conceptual understanding, and stronger performance on the STAAR Science assessment, ultimately preparing students for future STEM opportunities and success in higher-level science courses. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase the percentage of students performing at Meets grade level or above on STAAR Science by 30%, from 28% to 58%, through the implementation of high-quality instructional materials and a standards-aligned, phenomena-driven curriculum. To achieve this: Staff will incorporate hands-on science experiments and investigations in at least 50% of science lessons across all grade levels. Lessons will be aligned with STAAR standards and promote inquiry-based learning, allowing students to explore scientific concepts through real-world phenomena. Instruction will be guided by data-driven practices, ensuring that lesson planning and interventions address specific student needs. Success will be measured by summative assessments that demonstrate improved scientific understanding and application of concepts. **Staff Responsible for Monitoring:** Administrators, Team Leaders and iCoach, **Title I:** 2.4, 2.5, 2.51, 2.52, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - 199 - General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 13 Problem Statements:

Student Learning
Problem Statement 1: Gains need to be made in science achievement. **Root Cause**: Students need more time performing hands-on experiments.

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: Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Moseley Staff will incorporate reading strategies, such as summarizing, questioning, and identifying main ideas, into social studies lessons. Students will read a mix of informational texts, historical fiction, and primary sources to practice these skills. By utilizing engaging, research-based instructional strategies and high-quality instructional materials, Moseley Elementary will enhance student understanding of social studies concepts and foster critical thinking, analytical skills, and historical awareness. These strategies will ensure students are better prepared for future social studies coursework, contributing to the district-wide goal of increased STAAR/EOC performance in social studies **Strategy's Expected Result/Impact:** By May 2025, 100% of Moseley Elementary teachers will incorporate reading strategies, such as summarizing, questioning, and identifying main ideas, into at least two social studies lessons per month. Students will read a mix of informational texts, historical fiction, and primary sources to practice these skills, with progress measured through student work samples and formative assessments showing at least a 10% increase in comprehension and content retention from the beginning to the end of the year. **Staff Responsible for Monitoring:** Administrators and iCoach **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	5%	15%	30%	

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: By fostering meaningful family and community involvement, Moseley Elementary will strengthen relationships between the school, parents, and the community. Improved engagement and perception will create a more supportive learning environment, enhance student achievement, and promote a culture of collaboration and inclusivity. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will increase family and community engagement by utilizing the PTA, Campus Improvement Committee (CIC), campus events, parent workshops, and volunteer opportunities. A structured campus volunteer program will be implemented, including orientation sessions and designated volunteer days, ensuring adherence to safety protocols and district guidelines. **Staff Responsible for Monitoring:** CIC and Administrators **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Resources - 211 - Title 1	10%	40%	70%	

No Progress | 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: By fostering clear, timely, and diverse communication strategies at the elementary level, Moseley Elementary will lay the foundation for students to become active participants in school dialogue. Encouraging student voice from an early age will increase their confidence in sharing perspectives and understanding school communication, ultimately preparing them to engage effectively as they progress through GPISD. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will enhance communication efforts by implementing diverse and student-friendly communication methods, including digital platforms, classroom discussions, and student-led initiatives. The school will introduce age-appropriate opportunities for students to express their perspectives, ensuring they develop strong communication habits early. These efforts will contribute to the district-wide goal of improving communication clarity and timeliness. **Title I:** 2.531, 2.533, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	30%	60%	75%	

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.

High Priority

HB3 Priority Focus Area

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By implementing Lone Star Learning Math and Reading software, Moseley Elementary will create a more interactive and tailored learning environment that aligns with TEKS standards. This instructor-led approach will strengthen student engagement, improve academic performance, and support the district's commitment to integrating instructional technology for real-world learning and continuous progress monitoring.				
Strategy's Expected Result/Impact: By June 2025, Moseley Elementary will enhance student-centered, engaging, and differentiated classroom experiences by integrating Lone Star Learning Math and Reading software into daily instruction. This instructor-led, TEKS-based software will be used to provide real-world learning opportunities and assess student understanding, ensuring personalized academic support for all learners. **Staff Responsible for Monitoring:** Administrators, iCoach, Instructional Media Specialist and Aide. **Title I:** 2.4, 2.5, 2.51, 2.52, 2.53, 2.534, 2.6 **- TEA Priorities:** Build a foundation of reading and math, 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 **Problem Statements:** Student Learning 2, 4, 5 **Funding Sources:** Lonestar Learning Software - 199 - General Fund - $6,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By integrating SMART TVs with Apple TV functionality, Moseley Elementary will create a more interactive and collaborative learning environment. This upgrade will empower students to actively engage with instructional content, promote real-time participation, and enhance differentiated learning opportunities. The use of modern instructional technology will support the district's goal of increasing engaging and student-centered experiences while preparing students for a technology-driven future. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will enhance student-centered, engaging, and differentiated classroom experiences by replacing outdated projectors with SMART TVs in all instructional spaces. These SMART TVs, equipped with Apple TV, will allow students to share their screens and interact with content in real time, supporting dynamic, technology-driven learning aligned with real-world applications and ongoing checks for understanding. **Staff Responsible for Monitoring:** Administrators, iCoach, Instructional Media Specialist and teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund - $1,000, - 211 - Title 1 - $6,000, - 199 - SCE	5%	5%	5%	

No Progress



Accomplished


Continue/Modify


Discontinue

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By prioritizing cybersecurity awareness and training, Moseley Elementary will create a safer digital environment for students, staff, and families. Strengthening data protection measures and fostering a culture of cybersecurity responsibility will help mitigate risks, protect sensitive information, and support the district's mission of ensuring a secure and compliant technology infrastructure. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will support district cybersecurity initiatives by ensuring 100% of staff complete required cybersecurity training and implement best practices for data protection. The campus will integrate research-based cybersecurity strategies, including secure password protocols, phishing awareness, and data loss prevention measures, to contribute to the district's goal of reducing cybersecurity risks by 10%. **Staff Responsible for Monitoring:** Administrators, iCoach, Instructional Media Specialist and teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%	75%	75%	

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: By fostering resilience, goal-setting, and leadership skills at the elementary level, Moseley Elementary will equip students with the social-emotional competencies needed for academic success and future career readiness. Through SEL programs and structured activities, students will develop a growth mindset and the ability to work collaboratively--essential skills that will support their progression through GPISD and contribute to increased CCMR achievement for future graduating classes. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will implement Social-Emotional Learning (SEL) programs and activities that teach students resilience, growth mindset, and goal-setting. The campus will incorporate strategies that promote teamwork and leadership skills through classroom lessons, peer collaboration, and school-wide initiatives. These efforts will lay the foundation for students' long-term success, aligning with the district's goal of increasing the number of graduates meeting CCMR (College, Career, and Military Readiness) criteria. **Staff Responsible for Monitoring:** Administrators, Counselor and Teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%	75%	90%	

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: By exposing students to career exploration opportunities at an early age, Moseley Elementary will foster curiosity, self-awareness, and goal-setting skills that will support future career readiness. Through Career Cruising and interactive career days, students will begin developing an understanding of career pathways and the importance of skill development, ultimately contributing to their long-term success and increasing the number of students who complete CTE programs with industry-based certifications in GPISD. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will introduce career exploration initiatives to help students discover their talents and interests, supporting early connections to future career pathways. The school will implement Career Cruising to help students identify their strengths and gifts while organizing career exploration days, where professionals from CTE-related fields will visit and speak with students. These initiatives will provide foundational career awareness, aligning with the district's goal of increasing the percentage of CTE completers earning industry-based certifications. **Staff Responsible for Monitoring:** Administrators and Counselors **Title I:** 2.5, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	10%	55%	95%	

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

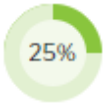
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By providing early exposure to career exploration, Moseley Elementary will spark student interest in CTE pathways, helping them make informed choices about their future education. Through engaging career experiences and interactive learning opportunities, students will develop a foundational understanding of various career options, leading to increased participation in middle school CTE electives and long-term success in career readiness programs. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will promote career awareness and interest in Career and Technical Education (CTE) by integrating career exploration activities into the curriculum. The school will implement Career Cruising to help students identify their interests and talents, host career exploration days with guest speakers from CTE-related fields, and introduce hands-on activities that align with middle school CTE electives. These efforts will encourage students to explore career pathways early, supporting increased enrollment in CTE electives by 7th and 8th grade. **Title I:** 2.531, 2.532 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	25%	90%	90%	

 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: By fostering a growth mindset and goal-setting habits at an early age, Moseley Elementary will empower students to take ownership of their learning and develop perseverance in academics. Through intentional progress tracking and celebrations of success, students will build confidence and motivation, laying a strong foundation for future achievement. These practices will contribute to improved performance in Reading and Math, ultimately supporting GPISD's efforts to increase college readiness. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will implement goal-setting activities in Reading and Math to teach students the importance of effort, persistence, and learning from mistakes. Students will set academic targets, track their progress using goal-tracking sheets, and celebrate achievements. Teachers will monitor progress through ongoing assessments and progress reports to ensure personalized support, contributing to the district's goal of increasing college readiness standards. **Staff Responsible for Monitoring:** classroom teachers, iCoach, Principal **Title I:** 2.4, 2.51, 2.52, 2.53, 2.534, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5 **Funding Sources:** Goal Tracking Binders - 199 - General Fund - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 4 Problem Statements:

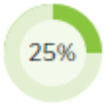
Student Learning
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

Student Learning
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By introducing college and career readiness concepts at the elementary level, Moseley Elementary will help students develop aspirations for higher education and long-term academic success. Encouraging goal-setting, persistence, and the connection between education and future careers will lay the foundation for students to value postsecondary opportunities, ultimately supporting GPISD's efforts to increase college enrollment rates among graduates. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will foster a college-bound mindset by implementing early college awareness initiatives, including career and college exploration activities, goal-setting lessons, and academic achievement celebrations. The school will integrate College and Career Week, classroom discussions about higher education, and exposure to different career pathways to inspire students to set long-term academic goals. These efforts will contribute to the district's goal of increasing the percentage of graduates who enroll in college. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **Title I:** 2.52, 2.531, 2.532, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 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: By prioritizing early academic intervention and targeted skill development, Moseley Elementary will equip students with the strong literacy and math foundations necessary for success in higher-level coursework. Through small-group instruction and after-school tutoring, students will gain confidence, close learning gaps, and develop critical thinking skills that will support their future ability to earn college credit in high school. These efforts will directly contribute to GPISD's goal of increasing the percentage of graduates earning college hours. **Strategy's Expected Result/Impact:** By June 2025, Moseley Elementary will implement early intervention strategies to strengthen foundational skills in Reading and Math, ensuring students are prepared for advanced coursework in later grades. The school will utilize tutors and paraprofessionals to create small-group instruction for intensive skill-building and offer after-school tutoring programs that provide differentiated instruction, small-group support, and enrichment activities. These initiatives will help bridge learning gaps and set students on a path toward college readiness. **Staff Responsible for Monitoring:** Administrators and counselors. **Title I:** 2.5, 2.51, 2.52, 2.53 **- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4, 5 **Funding Sources:** Tutors and Tutoring Materials - 211 - Title 1 - $5,000, Tutoring materials - 199 - General Fund - $3,000	25%	50%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 6 Problem Statements:

Student Learning

Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.

Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: By fostering a culture of academic excellence and providing targeted enrichment, Moseley Elementary will help students develop the analytical and problem-solving skills necessary for future success in advanced academic programs. Addressing learning misconceptions and encouraging higher-level thinking among all students will help build confidence and readiness for rigorous coursework, ultimately supporting GPISD's goal of increasing the number of students earning a score of 3 or higher on AP exams.	15%	50%	85%	
Strategy's Expected Result/Impact: By June 2025, Moseley Elementary will enhance academic enrichment opportunities by utilizing the GT specialist to pull high-achieving and identified GT students for advanced learning experiences. The GT specialist will also work with teachers to address misconceptions that hinder average students from reaching higher academic levels. These efforts will provide enrichment, critical thinking challenges, and problem-solving opportunities that lay the foundation for future success in advanced coursework, contributing to the district's goal of increasing AP exam performance.				
Staff Responsible for Monitoring: Administrators , Counselor and Teachers, GT Specialist				
Title I: 2.4, 2.5, 2.51, 2.52 **- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Student Learning 2, 3, 4, 5				
Funding Sources: - 199 - General Fund - $200				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 7 Problem Statements:

Student Learning
Problem Statement 2: Gains need to be made in writing. **Root Cause**: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
Problem Statement 4: Gains need to be made in math achievement. **Root Cause**: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices. They also need to spend time addressing skill gaps.
Problem Statement 5: Overall reading levels have declined. **Root Cause**: Teachers need to spend more time working on foundational skills in the primary levels and expose the students to more text and opportunities to read.

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: Moseley Staff will conduct at least one classroom observation per teacher by the end of the first semester to provide individualized coaching and targeted intervention for those needing support. Monthly staff appreciation events, wellness resources, and mentorship programs will promote a positive work environment and improve work-life balance. These efforts, along with professional development and retention tracking, will enhance teacher well-being, increase job satisfaction, and achieve an increase in teacher retention. **Strategy's Expected Result/Impact:** By June 2025, Moseley Staff will implement a structured work-life balance initiative, including monthly staff appreciation events and targeted support programs, to reduce teacher burnout and improve job satisfaction. As a result, the retention rate of teachers with the Teacher Incentive Allotment (TIA) designation will increase by 10%, as measured by annual TIA data. Additionally, all teachers will receive at least one classroom observation by the end of the first semester to identify needs and provide early intervention, coaching, and prescriptive support. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Staff Meeting Treats and Supplies for Teachers - 199 - General Fund - $1,500, Teacher Appreciation - 199 - SCE - $1,500				

 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: Moseley Staff will conduct regular evaluations of programs and resources to identify underperforming areas and adjust staffing and materials based on student needs and Human Resources staffing formulas. Resources will be reallocated to high-impact initiatives that align with strategic goals and promote equitable access to learning materials. Program effectiveness will be measured through student performance data and staff feedback to ensure fiscal responsibility and maximize student success. **Strategy's Expected Result/Impact:** By May 2025, Moseley Staff will conduct a comprehensive evaluation of all existing programs and resources, using data-driven analysis to assess their effectiveness and efficiency. This process will identify at least three underperforming areas and result in the reallocation of resources to at least two higher-impact initiatives, aiming to improve student achievement and ensure fiscal responsibility. Success will be measured by improvements in student outcomes and alignment with strategic goals. **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	15%	60%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

Measurable Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Students need to maintain growth trajectory in all areas. **Root Cause**: Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.

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: To enhance elementary school attendance, we will implement a comprehensive strategy that includes engaging attendance contests and incentives, proactive communication with parents, and targeted support for students with poor attendance. Regular attendance meetings will be held with parents to collaboratively address barriers and develop individualized plans for improvement. By fostering a positive and supportive school culture that recognizes and rewards consistent attendance, we aim to improve student engagement and academic success.	50%	50%	60%	
Strategy's Expected Result/Impact: By June 2025, Moseley Elementary School aims to increase its Average Daily Attendance (ADA) from 94.8% to 96% and maintain a student enrollment of at least 615 to meet annual fiscal and attendance goals. This will be achieved through implementing engaging attendance contests and incentives, conducting regular attendance meetings with parents to address barriers, and developing individualized support plans for students with poor attendance. By fostering strong parent collaboration and creating a supportive school environment, Moseley seeks to enhance student engagement, improve attendance rates, and ensure financial stability.				
Staff Responsible for Monitoring: Administrators, Counselor, PIEMS Clerk, Secretary, Classroom Teachers				
Title I: 2.5, 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Demographics 1				
Funding Sources: - 199 - General Fund, - 199 - SCE, - 211 - Title 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 3 Problem Statements:

Demographics

Problem Statement 1: The school's total student enrollment has declined over the past five years, impacting both funding and resource allocation. **Root Cause**: The declining student enrollment can be attributed to demographic shifts in the local community, including increasing number of charter schools within the district and an increase in families moving to neighboring districts due to housing affordability

State Compensatory

Title I

Title I Personnel

Name	Position	Program	FTE

Plan Notes

Campus Funding Summary

199 - General Fund					
Priority Focus Area	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Thunderbuck Strore Incentive Items		$500.00
1	2	1	S'Mores Newsletter		$160.00
2	1	1	Success incentives		$1,000.00
2	4	1	Lonestar Learning		$6,000.00
2	13	1			$0.00
4	1	1	Lonestar Learning Software		$6,500.00
4	1	2			$1,000.00
5	4	1	Goal Tracking Binders		$500.00
5	6	1	Tutoring materials		$3,000.00
5	7	1			$200.00
6	1	1	Staff Meeting Treats and Supplies for Teachers		$1,500.00
6	3	1			$0.00
				Sub-Total	$20,360.00

199 - SCE					
Priority Focus Area	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1			$0.00
2	7	1			$0.00
4	1	2			$0.00
6	1	1	Teacher Appreciation		$1,500.00
6	3	1			$0.00
				Sub-Total	$1,500.00

211 - Title 1					
Priority Focus Area	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2	Tutoring Materials		$1,000.00
2	5	1			$0.00
2	7	1			$0.00

211 - Title 1					
Priority Focus Area	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Family Engagement Resources		$0.00
4	1	2			$6,000.00
5	6	1	Tutors and Tutoring Materials		$5,000.00
6	3	1			$0.00
				Sub-Total	$12,000.00

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

Policy Documents & Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

Joint/Contracted DAEP

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focuses on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

Transition to Regular Classroom

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023.*19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

After Determination of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
    a. The student's parent or a person standing in parental relation to the student; and
    b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
    a. An assessment of the student's academic growth while attending the alternative education program; and
    b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
    a. Recommendations for the best educational placement of the student; and

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

Planning and Decision-Making Process

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

Administrative Procedure

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

Federal Requirements

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b) [See FOCA]

District Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

Availability to TEA

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

make the plan available to TEA on request. *Education Code 11.252(b)*

Required Provisions

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

    a. Instructional methods for addressing the needs of student groups not achieving their full potential.

    b. Evidence-based practices that address the needs of students for special programs, including:

        (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];

        (2) Conflict resolution programs;

        (3) Violence prevention programs; and

        (4) Dyslexia treatment programs.

    c. Dropout reduction.

    d. Integration of technology in instructional and administrative programs.

    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.

    f. Staff development for professional staff of a district.

g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

h. Accelerated education.

i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]

4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.

b. The need for students to make informed curriculum choices to be prepared for success beyond high school.

c. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]

10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.0831* [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. *Education Code 37.0832(d)(2)* [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. *Education Code 38.351(k)(2)* [See FFEB]

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Include goals and methods for violence prevention and intervention on campus.
9. Provide for a program to encourage parental involvement at the campus.

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:

    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

    b. Student academic performance data;

    c. Student attendance rates;

    d. The percentage of students who are educationally disadvantaged;

    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

    f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included in the District improvement plan and the Student Code of Conduct. A school resource officer shall not be assigned routine classroom discipline or administrative tasks.

All school resource officers shall receive at least the minimum amount of education and training required by law.