Grand Prairie Independent School District

Moseley Elementary

Accountability Rating: B

2025-2026 Campus Improvement Plan

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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

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

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	Root Cause
1 ★	The school's total student enrollment has declined over the past five years, impacting both funding and resource allocation.	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

★ = Priority

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 Approaches	State Approaches	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 Master	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

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	Root Cause
1 ★	Gains need to be made in science achievement.	Students need more time performing hands-on experiments.
2 ★	Gains need to be made in writing.	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.
3 ★	Students need to maintain growth trajectory in all areas.	Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
4 ★	Gains need to be made in math achievement.	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.
5 ★	Overall reading levels have declined.	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

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)

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

★ = Priority

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.

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	Root Cause
1 ★	77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.	As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.
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.	Students do not have enough opportunities to connect to others through shared interest.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	The school's total student enrollment has declined over the past five years, impacting both funding and resource allocation.	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
2	Gains need to be made in science achievement.	Students need more time performing hands-on experiments.
3	Gains need to be made in writing.	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.
4	Students need to maintain growth trajectory in all areas.	Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
5	Overall reading levels have declined.	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.
6	Gains need to be made in math achievement.	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.

7 ★	More students throughout the district need to take advantage of the advanced academic programs offered.	Elementary schools need to support and promote higher rigor activities and exposure to options for our students
8 ★	77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.	As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.
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.	Students do not have enough opportunities to connect to others through shared interest.

★ = Priority

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

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 2026, 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

Problem Statements: Student Learning 2, 3, 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**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 2026, 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

Problem Statements: Student Learning 2, 3, 5

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 3

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 2026, 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

Problem Statements: Student Learning 2, 3, 5

Title I: 2.5.1, 2.5.2

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

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Gains need to be made in writing.	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.
3	Students need to maintain growth trajectory in all areas.	Teachers have focused on the struggling students and have not provided enough rigor to challenge the students on grade level though tier 1 instruction.
5	Overall reading levels have declined.	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.

Measurable Objective 2 ☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

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 2026, 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

Problem Statements: Student Learning 3, 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**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

Problem Statements: Student Learning 3, 4

Funding Sources: Tutoring Materials 211 - Title 1, $2,000

Title I: 2.5.1, 2.5.2

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

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 3

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 2026.

Title I: 2.5.1, 2.5.2

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

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 2 Problem Statements Identifying Student Learning

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

Measurable Objective 3 ☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Not applicable to our school. Our campus is a PK through 5th grade campus.

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Implement Positive Behavioral Interventions with counseling lessons for students and teachers.

Strategy's Expected Result/Impact: By June 2026, Moseley will see a 5% decrease in in-school suspension, 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

Problem Statements: Perceptions 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 2

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 2025 and quarterly thereafter, 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

Problem Statements: Perceptions 1, 2

Funding Sources: Thunderbuck Store items 199 - General Fund, $1,000

Title I: 2.5.1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.	As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.
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.	Students do not have enough opportunities to connect to others through shared interest.

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

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 2026, 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

Problem Statements: Perceptions 1, 2

Funding Sources: Family Engagement Resources 211 - Title 1, $2,300

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	77% of elementary students feel very supported by their teachers, This area is concerning because it decreased by 7%.	As a campus we must highlight the importance of these relationships in student well-being and build opportunities for these connections to occur.
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.	Students do not have enough opportunities to connect to others through shared interest.

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

By June 2030, our campus will sustain an Average Daily Attendance (ADA) of at least 94% annually, while increasing attendance among identified subgroups and students with chronic absenteeism by .25 percentage point each year, in alignment with the GPISD district goal of increasing ADA from 93.3% to 94%. We will continue monthly attendance data reviews by the campus attendance team to identify students approaching chronic absenteeism (missing 10% or more of school days), Strengthen family communication through early notification,

attendance reminders, and conferences for students with repeated absences, reinforce a positive attendance culture through grade-level incentives, classroom recognition, and school-wide celebrations, and collaborate with counselors, social workers, and administrators to provide individualized attendance support plans for students with barriers to attendance (health, transportation, family circumstances).

Strategy's Expected Result/Impact: As a result of targeted attendance monitoring and proactive family engagement, the campus will sustain an Average Daily Attendance (ADA) of 94% or higher each year through 2030, reduce the number of students identified as chronically absent, and improve attendance rates among targeted subgroups and students previously below campus averages. Increased family awareness and earlier intervention will support consistent student attendance and prevent attendance concerns before they escalate.

Staff Responsible for Monitoring: Admin, Counselor. PIEMS Clerk

Problem Statements: Demographics 1

Funding Sources: Attendance Incentives 199 - General Fund, $1,000

Title I: 2.5.1, 2.5.2

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Measurable Objective 6 Problem Statements Identifying Demographics

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

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: (include activities where you promote college/careers, such as career day, etc).

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 2026, Moseley Elementary will implement SocialEmotional 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: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 2

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 2026, 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: Admin, couselor

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 3

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 2026, 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.

Staff Responsible for Monitoring: Admin, Counselor

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 7 Problem Statements Identifying School Processes & Programs

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

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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	--	5/5/2025	Holly Mohler	5/24/2024