Grand Prairie Independent School District

Sallye Moore College & Career Preparatory

Accountability Rating: B

2025-2026 Campus Improvement Plan

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Mission Statement

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

Vision

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

Value Statement

At our PK–8 campus, families make an intentional choice to join a learning community committed to excellence. We believe every student deserves a **world-class educational experience** that inspires curiosity, fosters confidence, and prepares them for future success.

Our campus provides meaningful opportunities for students to **engage, explore, and experience colleges and careers** through a **rigorous, hands-on learning approach** that connects academic learning to real-world applications. From early childhood through middle grades, students are encouraged to think critically, solve problems creatively, and develop the skills necessary to thrive in an ever-changing global society.

Guided by the belief that **all students are college and career-bound**, we partner with families to cultivate high expectations, strong character, and a love of learning. Together, we empower students to take ownership of their education and build a strong foundation for lifelong success.

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Comprehensive Needs Assessment

Demographics

Summary

MISSION

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

VISION

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

Sallye Moore College and Career Preparatory Academy is a PK-8th Grade school of choice in GPISD. Currently, our Ethnic distribution is 50% Hispanic, 35% African American, 6% White, .63% American Indian/Alaskan Nat, Multi-Racial 3%, 5% Asian. Of that our population is At-risk has increased from 42% to 60%. Data shows Limited English Proficiency (LEP) 15%%, English Second Language (ESL) 15%. Special Education at 9%, GT at 9%, with our total population representing Economically Disadvantaged around 73.4%.

During the Spring Semester of 2017 our School Board so courageously approved Sallye Moore to become a College and Career Preparatory Campus. As a result, for three years 2018, 2019, and 2020 we added 6th-8th grades. We currently serve approximately 637 PK-8th grade students during with approximately 137 of those students living out of district and commuting to our campus each day for instruction.

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

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

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

Strengths

Mobility Rate is estimated at 17.6%.

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

All students (PK-8) have been issued a district electronic device (IPad). During the 25-26 school year iPads for GPISD PK-8 remain on campus.

PK-5 use Google Classroom as their learning platform and MS uses Canvas as their learning platform. Sallye Moore is a Blended

Learning Campus, and has purchased web-based learning tools to support skill-based practice and differentiation (i.e. IXL Math and Reading K-8).

September 2025, GPISD purchased the IReady web-based learning program for elementary and middle schools. Training for the implementation, use and analysis of IReady is underway (September-October 2025).

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Continued Improvement in Domain 4, Closing the gaps is needed. While we have made gains we have sub-populations that are not making the desired incremental progress in Math and Reading.	Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/ individualized needs of our students.
2 ★	We are in our third year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery.	Implementation of a new data system brings an opportunity for new learning/development. Professional development in year three implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

★ = Priority

Student Learning

Summary

CIP Goal: Student Achievement

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

2024-2025

Student Achievement: 74%.

Academic Growth: 75% and Relative Performance 81%

Closing the Achievement Gap Score: 81%

EL Prof: 75%

Moore's Overall Campus Score: 81%

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

2023-24

Student Achievement: 74%

Academic Growth: 75% and Relative Performance 80%

Closing the Achievement Gap Score: 73%

EL Prof: 75%

Moore's Overall Campus Score : 78%

Strengths

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

-
    - 2019-2020, 2021-2022, 2023-2024 **Accountability Rating is Met Standard**
    - Sallye Moore students are making significant gains in the areas of Reading, Math and Secondary Science
    - ***2021-2022 4 Distinction Designations Earned (Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative***

Closing the Gaps)

- Intervention is offered to students in the form of small group instruction during the school day and after-school
- RTI is used to drive student intervention support

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

    - Collaborative content planning (both vertical and horizontal) is needed to address the diverse needs of our at-risk student population. Planning both vertically and horizontally is needed to identify/address/and close the learning gaps.
    - Continued Professional Development in differentiating instruction to meet the needs of our sub-pops. SIOP strategies a focus in implementation and increased opportunities for our students to speak, write, and present across disciplines and grade levels.
    - Professional development opportunities that are geared toward literacy instruction, reading fluency, math fluency, teaching academic vocabulary across the disciplines, math problem-solving, incorporating varied levels of questions, professional development on small group instruction across the disciplines, and disaggregating MAP data to drive instruction.
    - Supplemental instructional materials are needed to address achievement data and individual student needs/ student populations (i.e. our LEP population) .
    - Focus directed toward each student gaining 10 or more questions on the STAAR assessment (Student Goal Writing/Teacher Conferences)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science.	Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).
2 ★	STAAR Reading scores are have shown improvement but still an area of growth regarding Mastery Level achievement.	A comprehensive school-wide reading plan needed to address the deficit in skills and motivation in the area of reading. An incentive for Leveling up in Reading would also impact student achievement in Reading.
3 ★	A strong emphasis on reading performance in PK-3 must be in place, while an intensive reading partnership between school and home must be developed to ensure skill acquisition and reduce skill deficits.	PK-3 Teachers developing a system by which reading at home and school is encouraged, monitored and incentivized. Grades 4-5 RLA teachers must ensure small group instruction explicitly and systematically addresses skill opportunities for growth.

★ = Priority

School Processes & Programs

Summary

Moore will continue to focus and adhere to the TCMPC (Texas Curriculum Management Program Cooperative) and a have a more meaningful analysis of data to target areas of need because the STAAR assessment is closely tied to TCMPC core curriculum based on the TEKS. In order to support TCMPC/district framework, we will add supplemental instructional resources for teachers. Our teachers use HQIM as instructional resources to plan and teach aligned lessons. Moore will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

The Needs Assessment identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of campus created quarterly common assessments, weekly student assessments, Exit Tickets, and differentiated tools such as IXL and IReady. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

MISSION

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

VISION

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

- 100% of the teachers attended training or will attend 3C's Training. Community Agreements were created and implemented in all classes as well as for the professional PLC's at Sallye Moore.
- Initiatives such as Moore Scholars of the Month and The ALL Star Breakfast have been implemented to recognize students, parents, and staff.
- The Campus Discipline Management plan incorporates incentives for attendance and students demonstrating good character. PTA will also support campus attendance incentives.
- Implementation of PBIS to support positive behaviors, increased attendance, and a healthy school climate.
- CLT participation in campus climate and culture development and maintenance
- Parent Workshops scheduled throughout the year for each grade level
- A Menu of parent Volunteer Opportunities are scheduled to remove any barriers for parents to become involved in campus programming
- Implementation of Club Friday
- Implementation of Student Council
- Induction of Business Professionals of America (BPA) CTE Leadership opportunity
- Induction and continuation of NJHS/Elem NJHS
- Kindness & Compassion Club (Moore Counselor)
- PBIS/Moore Store for recognition of outstanding behavior, MAP Growth, and perfect attendance
- Quarterly Celebrations when students move to the Next Level of Achievement on MAP (RDG/Math)
- Field experiences that focus on college readiness are scheduled and participated by each grade level at least once each year
- PTA Monthly Meetings

Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	As we endeavor to provide quality instruction to our PK-8 students and extend course offerings on our campus, our challenge is communicating our course offerings to our community in Grand Prairie as well as outside Grand Prairie (School of Choice).	Developing a comprehensive communication plan to inform community members of the opportunities and offerings at Moore.
2	The percentage of students identified as Gifted and Talented Students is currently at 7% of our student population (increased by 2% in the last year). As we grow as a College & Career Preparatory Academy, we would like to see continuous increase in students who qualify for GT and Advanced Academics.	Creating a system of opportunity for training and development for teachers and parent awareness in supporting the identification of GT students may support an increase in the number of students identified. Moore is a PK-8 Campus. Creating a system by which we review/revisit students who did not qualify after the initial recommendation/ testing after BOY/MOY MAP testing.
3	Improvement in Domain 2 Student Achievement is needed in across the core areas yet specifically Math and Science.	Continued professional development in differentiating instruction to meet individual student needs via small group instruction in Math and Science. Teachers need continued development in analyzing and using the data to inform/drive instruction that supports differentiation (i.e. blended learning and small group instruction).
4	STAAR Reading scores are have shown improvement but still an area of growth regarding Mastery Level achievement.	A comprehensive school-wide reading plan needed to address the deficit in skills and motivation in the area of reading. An incentive for Leveling up in Reading would also impact student achievement in Reading.
5	A strong emphasis on reading performance in PK-3 must be in place, while an intensive reading partnership between school and home must be developed to ensure skill acquisition and reduce skill deficits.	PK-3 Teachers developing a system by which reading at home and school is encouraged, monitored and incentivized. Grades 4-5 RLA teachers must ensure small group instruction explicitly and systematically addresses skill opportunities for growth.

6 ★	Continued Improvement in Domain 4, Closing the gaps is needed. While we have made gains we have sub-populations that are not making the desired incremental progress in Math and Reading.	Continued professional development for teachers in the area of differentiating instruction in Math and Reading is needed to address the varied/ individualized needs of our students.
7 ★	We are in our third year of using of MAP to identify, progress monitor, and ensure student growth. Continued teacher professional development needed to ensure the data is used to create and inform instructional planning and delivery.	Implementation of a new data system brings an opportunity for new learning/development. Professional development in year three implementation at the campus level for MAP Growth and MAP Fluency must be systematic and consistent. Teachers must also create systems to communicate growth to parents and conference with students to discuss growth areas as well as areas of strength.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

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

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

Moore will conduct instructional planning by content/grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. The goal is for the percentage of Moore 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 39% to 49% by June 2030.

Strategy's Expected Result/Impact: Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level.

Staff Responsible for Monitoring: Instructional Coach
Principal
Dean of Instruction
Assistant Principal

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 2

Develop PLC Needs (Professional Development) Assessment Surveys 3x a year to assess learning needs of teaching staff and the effectiveness of the topics discussed and planning sessions.

Strategy's Expected Result/Impact: Teacher survey/ Completed assessments/ Increased teacher engagement in PLC's and implementation of strategies presented in PD.

Staff Responsible for Monitoring: Instructional Coach

Title I: 2.5.1

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 3

Campus based common assessments will be created by grade level content area teachers and data reviews will be conducted at each quarter for progress monitoring and instructional adjustments. (Using TEKS Bank)

Strategy's Expected Result/Impact: Quarterly Data will be used to plan interventions/scaffold concepts, as well as plan enrichment to identify student growth/differentiated needs. Instruction planned to address students' differentiated needs.

Staff Responsible for Monitoring: I Coach
Team Leaders/Department Chairs
Campus Admn

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 4

Utilize grade level PLC's to collaboratively analyze informal and formal student assessments, and use the data to : drive instruction, determine student interventions, and impact teacher practice.

Strategy's Expected Result/Impact: Increased student performance in Reading and Writing

The goal is to review data after every Summative assessment, and develop a re-teach process (following Bambrick practices). Also, consistently and frequently reviewing student products (Exit Tickets/Work Samples/Weekly Assessments) to identify misconceptions, low SE performance, and High Yield TEKS.

Staff Responsible for Monitoring: I Coach
Campus Admin
Team Leaders/Department Chairs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

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

Moore will conduct instructional planning by content/grade level to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The Campus Instructional Coach will collaborate with teachers to plan effective, aligned lessons, and assist with instructional delivery, program implementation and teacher development. The goal is for our students scoring Meets grade level or above on STAAR Math will increase from 27% to 42% by June 2030.

Strategy's Expected Result/Impact: Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level.

Staff Responsible for Monitoring: Instructional Coach
Principal
Dean of Instruction
Assistant Principal

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 2

Develop PLC Needs (Professional Development) Assessment Surveys 3x a year to assess learning needs of teaching staff and the effectiveness of the topics discussed and planning sessions.

Strategy's Expected Result/Impact: Teacher survey/ Completed assessments/ Increased teacher engagement in PLC's and implementation of strategies presented in PD.

Staff Responsible for Monitoring: Instructional Coach
Campus Admin

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 3

Campus-based common assessments will be created by grade level/content area teachers, and

data reviews will be conducted at each quarter for progress monitoring and instructional adjustments.

Strategy's Expected Result/Impact: Data will be used to plan interventions/scaffold concepts, as well as plan enrichment to identify student growth/differentiated needs. Instruction planned to address students' differentiated needs.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 4

Utilize PLC's to collaboratively analyze informal and formal student assessments, and use the data to : drive instruction, determine student interventions, and impact teacher practice.

Strategy's Expected Result/Impact: Increased student performance in Math

The goal is to review data after every Summative assessment, and develop a re-teach process (following Bambrick practices). Also, consistently and frequently reviewing student products (Exit Tickets/Work Samples/Weekly Assessments) to identify misconceptions, low SE performance, and High Yield TEKS.

Staff Responsible for Monitoring: Instructional Coach
Campus Admin
Team Leaders/ Department Chairs

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

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: STAAR Reading Data & MAP Data

Strategy 1

Moore Middle School Teachers will collaborate in instructional planning by departmental PLC to ensure the level of rigor is embedded in each lesson, and to ensure that instruction is aligned with the requisite Standards. The goal is for the percentage of 8th grade students scoring Meets or above STAAR Reading will increase from 46% to 56% by June 2030.

Strategy's Expected Result/Impact: Instruction/ Instructional strategies are aligned to state standards, thus students being taught the required content at each grade level.

Staff Responsible for Monitoring: Teaching and Learning RLA Strategist
Principal
Dean of Instruction
Assistant Principal

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 2

Develop PLC Needs (Professional Development) Assessment Surveys 3x a year to assess learning needs of teaching staff and the effectiveness of the topics discussed and planning sessions.

Strategy's Expected Result/Impact: Teacher survey/ Completed assessments/ Increased teacher engagement in PLC's and implementation of strategies presented in PD.

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 3

Campus based common assessments will be created by grade level/department teachers, and data reviews will be conducted at each quarter for progress monitoring and instructional adjustments.

Strategy's Expected Result/Impact: Data will be used to plan interventions/scaffold concepts, as well as plan enrichment to identify student growth/differentiated needs. Instruction planned to address students' differentiated needs.

Staff Responsible for Monitoring: Campus Admin
Department Chairs

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 4

Utilize PLC's to collaboratively analyze informal and formal student assessments, and use the data to : drive instruction, determine student interventions, and impact teacher practice.

Strategy's Expected Result/Impact: Increased student performance in Reading and Writing.

The goal is to review data after every Summative assessment, and develop a re-teach process (following Bambrick practices). Also, consistently and frequently reviewing student products (Exit Tickets/Work Samples/Weekly Assessments) to identify misconceptions, low SE performance.

Staff Responsible for Monitoring: Department Chairs
Campus Admin Team

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

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

Moore PK- 8 campus will implement the 3Cs daily, provide campus- wide SEL Lessons coupled with PBIS to manage behaviors and promote engagement, to reduce Disciplinary referrals by 10% from 103 (2024-25) to 93 (25-26).

Strategy's Expected Result/Impact: Safe and Civil learning environment, and reduced discipline referral numbers.

Staff Responsible for Monitoring: Campus Counselor
Campus Admin
Team Leaders/Department Chairs

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Strategy 2

During Monthly Staff Meetings the Admin Team will present PK-8 Discipline Data status updates to staff to promote awareness and provide training as needed based on data findings.

Strategy's Expected Result/Impact: Promote Staff Awareness regarding Disciplinary infractions
Provide Staff training based on types of infractions (or increased infractions)

Staff Responsible for Monitoring: Campus Admin
Campus Counselor

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

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

Moore will form a campus leadership team/Campus Improvement Committee (CIC) that focuses on the improvement of our campus initiatives, achievement of our students, and professional development of our staff. Our CIC will also ensure compliance of district and campus policies and procedures.

Strategy's Expected Result/Impact: Overall campus improvement

Staff Responsible for Monitoring: CIC
Campus Admin

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Strategy 2

Implement Campus Parent/Grandparent Volunteer Program that includes a Volunteer Orientation and Volunteer Celebration/Recognition.

Strategy's Expected Result/Impact: Increased Parent and Community Involvement

Staff Responsible for Monitoring: Campus Admin
Counselor
College and Career Coordinator
Team Leaders/Department Chairs

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Strategy 3

Monthly General PTA Meetings and Grade Level Parent Workshops conducted throughout the school year (at least one per grade level) in which grade level teams present academic content/ expectations to parents specific to the grade level. STAAR Workshops conducted for parents of students Grades 3-8 Fall Literacy Night Family Math/Science Night Family Fitness Night (Health Initiative)

Strategy's Expected Result/Impact: Increased Parent Awareness of academic initiatives and student achievement goals.

Staff Responsible for Monitoring: Team Leaders/Department Chairs
Counselor
College and Career Coordinator
ICoach
GT Specialist
Campus Admin

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Strategy 4

Parent Compact and parent surveys conducted 2 x a year (one Fall and one Spring) to identify campus progress and parent interests.

Strategy's Expected Result/Impact: Increased Parent Involvement/Communication

Staff Responsible for Monitoring: Counselor
College and Career Coordinator

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

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

Moore will create a Campus Attendance Committee that will monitor student attendance and communicate with parents to inform them of Attendance guidelines and expectations. Our goal is to increase overall ADA by 10% from (2024-25) 93% to 94% in 25-26.

Strategy's Expected Result/Impact: Increased Student attendance to overall 94%

Staff Responsible for Monitoring: PEIMS Clerk
Campus Admin
Team Leaders/Department Chair

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 2

Quarterly PK-8 Attendance Incentive program established and implemented to increase student attendance of at-risk students and celebrate the perfect attendance for all students.

Strategy's Expected Result/Impact: Increased student attendance (at-risk students)

Staff Responsible for Monitoring: Attendance Committee (PEIMS Clerk/Counselor/Admin Team/ Team Leaders)

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

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: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Sallye Moore will provide Advanced Course offerings to 6th-8th grade students in the areas of Reading and Math.

Strategy's Expected Result/Impact: Increase rigor to challenge and engage students resulting in improved student performance in math and reading.

Staff Responsible for Monitoring: Counselor
College and Career Coordinator
Advanced Academic Specialist

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Strategy 2

Sallye Moore and Dubiski High School will collaborate in providing students who meet the criteria to take the Advanced/GT Academic Courses at Dubiski High School in the areas of Math/RLA (i.e. English I, Algebra, Geometry)

Strategy's Expected Result/Impact: Increase rigor to challenge and engage students resulting in improved student performance in math and reading. While also providing a connection from high school to career and college opportunities.

Staff Responsible for Monitoring: Counselor
GT Specialist
College and Career Coordinator

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

Strategy 3

K-8 Moore students participate in a college/university field experience (each school year). Students will be introduced to course offerings and opportunities to help build awareness, vision, and an understanding between college and career pathways. (PTA collaborates with the campus to fund this initiative).

Strategy's Expected Result/Impact: Increased student awareness of college/career opportunities.

Staff Responsible for Monitoring: College and Career Coordinator
Campus Admin Team
Team Leaders/Department Chairs

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 4

Introduce and implement the AVID System to 6-8th grade students via AVID course offering (components of the AVID System to K-5 students).

Strategy's Expected Result/Impact: Increased student awareness of college and career pathways and offerings as well as improve students' organization and study skills.

Staff Responsible for Monitoring: AVID Site Coordinator/AVID Teacher
AVID Site Team
Counselor
College and Career Coordinator

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress		

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