Celina Independent School District

Moore Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

The 2026–27 Comprehensive Needs Assessment identifies Moore Middle School as a high-achieving campus undergoing significant organizational transition while working to improve academic growth, instructional consistency, student ownership, and stakeholder experience.

Moore transitioned from a Grades 6–8 campus to a Grades 7–8 campus and welcomed 38 new staff members. These changes provide opportunities to establish a more intentional campus identity while also increasing the need for consistent expectations, collaborative systems, instructional practices, and leadership support.

Academically, Reading Language Arts represents a significant strength, while mathematics growth represents the most pressing instructional opportunity. Campus data also indicate that improvement efforts must extend beyond traditional remediation. Moore must provide appropriate challenge for high-performing students, identify students demonstrating persistent moderate performance before they reach failure, and ensure students receiving special education services have access to rigorous grade-level learning with appropriate support.

Instructionally, Moore's priorities center on strong Tier 1 instruction, meaningful student engagement, grade-level rigor, effective PLCs and Design Teams, student ownership of learning, and the use of data to inform instructional decisions.

Campus systems including Advisory, Paws N Connects, Bobcat Boost, the Guiding Coalition, ILT/LET, parent/community engagement, career exploration, walkthroughs, and job-embedded professional learning are intended to work together rather than function as separate initiatives.

The campus's overarching improvement philosophy can be summarized through the Moore Standard: every student known, appropriately challenged, supported, and expected to grow within a culture of continuous improvement and excellence.

Demographics

Demographics Summary

School Population	Count	Percent
Student Total	**1103**	**100%**
6th Grade	1	0.09%
7th Grade	563	51.04%
8th Grade	538	48.77%

Student Demographics	Count	Percent
Gender		
Female	539	48.87%
Male	564	51.13%
Ethnicity		
Hispanic-Latino	190	17.20%
Race		
American Indian - Alaskan Native	8	0.73%
Asian	291	26.38%
Black - African American	108	9.79%
Native Hawaiian - Pacific Islander	3	0.28%
White	453	41.08%
Two-or-More	50	4.54%

Student Programs	Count	Percent
Dyslexia	114	10.34%
Gifted and Talented	141	12.78%
Regional Day School Program for the Deaf	0	0.00%
Section 504	103	9.34%
Special Education (SPED)	175	15.87%
Bilingual/ESL		
Emergent Bilingual (EB)	79	7.16%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%

Demographics Strengths

Moore serves a diverse student body and has established instructional, intervention, leadership, and relationship-building structures that can be used to respond to differing student needs. The transition to a 7–8 campus also provides an opportunity to create a more clearly defined middle-school experience specifically designed around the developmental and academic needs of seventh- and eighth-grade students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Rapid campus transition, growth, and significant staff change create a need for greater consistency in instructional expectations, student support systems, collaborative practices, and campus culture.
Root Cause: The transition to a Grades 7-8 campus and the addition of a large number of new staff members have created varying levels of familiarity with Moore's instructional expectations, collaborative processes, student-support systems, and campus culture.

Student Learning

Student Learning Summary

Moore Middle School demonstrates strong overall academic achievement, particularly in ILA. The campus earned a 2026 accountability rating of 87/B, including a 90/A in Student Achievement, an 82/B in School Progress, and an 80/B in Closing the Gaps. Moore was not identified for comprehensive, targeted, or additional targeted support.

ILA performance is a campus strength. Prior-year STAAR data for currently enrolled students and Fall MAP data demonstrate strong achievement among b

oth seventh- and eighth-grade students.

Mathematics represents the more significant academic opportunity. Prior-year STAAR results, MAP growth, and current projections indicate that mathematical growth is not occurring consistently across all learners. Moore's 2025–26 MAP mathematics growth median was below the national median despite relatively strong overall achievement.

Campus data also demonstrate the need to consider more than students who are failing or identified within a formal student group. Students earning multiple C-level grades may not trigger traditional intervention systems despite demonstrating persistent moderate performance. Likewise, students already performing at high levels can remain successful by traditional achievement measures while experiencing limited growth. Year-to-year STAAR data include students moving from Masters to Meets while still appearing generally successful academically.

Moore's academic challenge is therefore to provide appropriate intervention, grade-level rigor, and extension across the full range of student performance.

Student Learning Strengths

- Strong ILA achievement.
- Student Achievement accountability rating of 90/A.
- Multiple sources of student data including STAAR, MAP, course grades, common assessments, and classroom evidence.
- Advanced academic opportunities and mathematics pathways.
- Existing intervention and collaborative planning structures.
- Staff commitment to improving instruction and student outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern.
Root Cause: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

School Processes & Programs

School Processes & Programs Summary

Moore Middle School has established multiple systems to improve instruction, student support, collaboration, leadership capacity, and campus consistency.

Design Teams and PLCs are central to the campus instructional model. Collaborative planning is intended to reduce individual teacher workload while improving lesson quality, assessment consistency, data analysis, and shared responsibility for student learning.

The campus instructional focus is centered on strong Tier 1 instruction, grade-level rigor, student engagement, and student ownership. Moore is intentionally working to move away from instructional practices in which worksheets become the lesson, instruction occurs below the intended standard, or classroom success is defined primarily by student compliance.

The desired classroom experience emphasizes engagement over compliance. Students should understand what they are learning, track their progress, actively participate in thinking and problem-solving, and experience multiple pathways to access, demonstrate, and extend their learning.

Walkthroughs and instructional feedback provide opportunities to monitor instructional practice. The campus has identified a need to develop a more consistent response when walkthrough evidence identifies concerns related to rigor, engagement, differentiation, or instructional alignment. The intended response is centered on support, coaching, instructional development, check-ins, professional learning, and follow-through.

Advisory and Paws N Connects support Moore's expectation that every student will be known. These structures create opportunities for adult-student relationships, academic conversations, goal setting, and early identification of concerns.

Moore's Guiding Coalition, ILT, LET, administrative interns, and counseling interns provide additional leadership capacity and opportunities for distributed leadership.

The campus also engages families and the community through PTSA, Cafe A'Moore, Coffee with the Counselors, career exploration, parent learning opportunities, and regular campus communication.

The previous CIP also identified collaborative planning, common assessment development, intervention structures, and access to technology as campus strengths.

School Processes & Programs Strengths

- Established Design Team and PLC structures.
- Clear focus on strong Tier 1 instruction.
- Walkthrough and instructional feedback systems.
- Advisory and Paws N Connects.
- Guiding Coalition, ILT, and LET leadership structures.
- Academic intervention opportunities including Bobcat Boost.
- Parent and community engagement structures.
- Leadership-development opportunities for staff.
- Shared commitment to establishing a Moore Standard of excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need.
Root Cause: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Perceptions

Perceptions Summary

Moore Middle School reviewed parent, student, and staff perception data from the 2025–26 school year.

Parent survey responses indicate important strengths in school safety, student-adult relationships, expectations, and communication. Approximately 73% of responding parents indicated that their child feels safe at school, and approximately 73% reported that their child has at least one adult at school they feel comfortable approaching with a problem.

Parent perceptions were less consistent regarding how campus expectations and systems are implemented. Approximately half of responding parents agreed that behavior concerns were addressed fairly and effectively and that rules and consequences were applied consistently.

These results suggest that stakeholders generally understand that Moore maintains expectations, but experiences with the implementation of those expectations may vary.

Discipline data provide additional context. As of March 29, 2026, Moore had recorded 241 discipline incidents compared with 323 during the prior comparison year, representing a 25% reduction. The number of students involved declined from 187 to 159, a 15% reduction.

Campus leadership did not identify significant survey findings that were unexpected or inconsistent with previously identified improvement priorities.

Moore's goal is to maintain high expectations while strengthening relationships, consistency, communication, and student responsibility. Parent partnership should support students as they develop independence, resilience, self-advocacy, and ownership of their academic and behavioral choices.

Perceptions Strengths

- Strong perceptions of student safety.
- Many students have an adult on campus they trust.
- Families generally recognize that Moore maintains clear expectations.
- Discipline incidents have shown meaningful improvement.
- Multiple communication and parent engagement opportunities exist.
- Staff and campus leadership demonstrate a commitment to continuous improvement.
- Relationship-building is an intentional campus priority.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stakeholder perceptions are generally positive regarding safety, relationships, and expectations, but families do not consistently experience the same level of clarity, communication, and implementation of campus systems across classrooms and teams.
Root Cause: Campus growth, staff transition, differing classroom and team practices, and increased expectations for middle-school student independence have contributed to variation in how expectations, communication, and support systems are experienced by families and students.

Priority Problem Statements

Problem Statement 1: Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern.

Root Cause 1: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need.

Root Cause 2: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Support structures: mentors
- Teacher recruitment/retention rates and other data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 1, 2026

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By May 2027, Moore Middle School will increase student growth in mathematics so that at least 60% of students meet or exceed their individual MAP projected growth target, while increasing the campus median mathematics growth percentile to at least the 50th percentile.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Design Teams will collaboratively plan standards-aligned mathematics instruction that prioritizes grade-level rigor, conceptual understanding, student discourse, problem-solving, meaningful application, and multiple pathways for students rather than reliance on lecture and worksheets. **Strategy's Expected Result/Impact:** Students will experience more consistently rigorous and engaging mathematics instruction, resulting in increased MAP growth, improved common-assessment performance, and increased student ownership of mathematical thinking. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Math ILT, Math Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Math teams and campus leaders will routinely review MAP, common assessments, student work, course performance, and walkthrough evidence to identify students needing intervention or extension and instructional practices requiring coaching or support. **Strategy's Expected Result/Impact:** Teachers will respond more quickly to student needs, students across the achievement spectrum will receive appropriate challenge and support, and instructional decisions will increasingly be based on evidence rather than perception. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Math ILT **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern. **Root Cause**: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

School Processes & Programs
Problem Statement 1: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need. **Root Cause**: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 2: By May 2027, at least 50% of students receiving special education services, emergent bilingual students, and economically disadvantaged students will meet or exceed their individual projected MAP growth target in mathematics and Reading Language Arts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: General education, special education, and support staff will collaboratively plan rigorous grade-level instruction with appropriate accommodations, language supports, intervention, and extension for students based on individual performance data. **Strategy's Expected Result/Impact:** Students receiving special education services, emergent bilingual students, and economically disadvantaged students will have increased access to grade-level rigor and demonstrate improved academic growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Special Education Staff, Core ILTs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Design Teams will regularly disaggregate MAP, common assessment, STAAR, and course-performance data by student group and identify students requiring additional intervention, instructional adjustment, or extension. **Strategy's Expected Result/Impact:** Achievement and growth gaps will be identified earlier, allowing instructional teams to adjust support before students experience significant academic decline. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Coach, ILTs, Design Teams **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern. **Root Cause**: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 3: By May 2027, 100% of Moore eighth-grade students will complete a documented college, career, and military readiness planning process that includes career-interest exploration, identification of a high-school endorsement or pathway, and development of a four-year course plan aligned to student interests. Seventh-grade students will participate in structured career and pathway exploration prior to eighth-grade course planning. (BG4)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Counselors and teachers will provide structured college and career exploration through Xello, seventh-grade College and Career Exploration, eighth-grade pathway planning, and development of four-year high-school course plans aligned to student interests. **Strategy's Expected Result/Impact:** Students will enter high school with increased awareness of endorsements, CTE pathways, advanced coursework, and postsecondary opportunities and will make more informed course-selection decisions. **Staff Responsible for Monitoring:** Counselors, CTE Teachers, Principal, Assistant Principals **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Moore will connect students with local businesses, community organizations, high-school programs, and career professionals through career fairs, pathway presentations, and authentic career-exploration experiences. **Strategy's Expected Result/Impact:** Students will better connect current academic choices with future educational and career opportunities. **Staff Responsible for Monitoring:** Principal, Counselors, CTE Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need. **Root Cause**: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Moore Middle School will reduce the number of students failing two or more courses by at least 25% from the September 2026 baseline of 78 students and implement an early-warning process for students demonstrating persistent moderate academic performance before course failure occurs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Moore will use course grades, missing assignments, teacher concerns, and other performance indicators to identify students requiring academic intervention. Bobcat Boost will provide structured support for students with significant academic concerns, while students earning multiple C-level grades without other intervention indicators will be reviewed before reaching failure. **Strategy's Expected Result/Impact:** Students will receive intervention earlier, the number of students failing multiple courses will decrease, and fewer students will remain academically unnoticed because they do not meet traditional intervention criteria. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Instructional Coach, Advisory Teachers, Bobcat Boost Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Campus leaders will monitor students entering and exiting Bobcat Boost, repeat placements, course failures, missing assignments, and subsequent academic performance to determine the effectiveness of intervention. **Strategy's Expected Result/Impact:** Academic intervention will become a responsive system designed to return students to successful independent performance rather than a permanent placement. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern. **Root Cause**: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

Goal 2: Responsible for One's Own Learning

Performance Objective 2: By May 2027, 100% of Moore students will participate in a recurring academic goal-setting and progress-monitoring process through Advisory/Paws N Connects, including review of course performance, assessment data, academic goals, and next steps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Through Advisory and Paws N Connects, students will regularly review course performance, assessment data, academic goals, missing work, and next steps while receiving support from a consistent adult on campus. **Strategy's Expected Result/Impact:** Students will demonstrate greater awareness of their academic performance, seek assistance earlier, and increase ownership of their learning and decision-making. **Staff Responsible for Monitoring:** Advisory Teachers, Counselors, Assistant Principals **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Academic achievement is strong overall, particularly in literacy, but academic growth is not yet consistent across subjects, student groups, and levels of student performance, with mathematics representing the greatest current academic concern. **Root Cause**: Students do not yet consistently experience rigorous, engaging, grade-level instruction that is sufficiently differentiated to provide intervention, on-level support, and extension based on individual student performance. Existing monitoring systems are also more likely to identify students once they fail, qualify for a designated support group, or demonstrate a significant concern than students s

Goal 2: Responsible for One's Own Learning

Performance Objective 3: By May 2027, Moore Middle School will provide a documented professional-growth and leadership-development pathway for new staff, teacher leaders, ILT/LET members, Guiding Coalition members, administrative interns, and counseling interns, with 100% of identified participants engaging in targeted development aligned to their role. (BG3 & BG5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Moore will provide job-embedded professional learning, instructional coaching, collaborative planning support, regular check-ins, and follow-up based on walkthrough evidence, student data, and identified teacher needs. **Strategy's Expected Result/Impact:** Teachers will increase instructional capacity and consistency while experiencing a support system that promotes professional growth without requiring unsustainable work outside the school day. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, ILT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: The Guiding Coalition, ILT, LET, administrative interns, counseling interns, and other emerging leaders will receive authentic leadership opportunities, coaching, and responsibility for supporting campus improvement priorities. **Strategy's Expected Result/Impact:** Moore will increase internal leadership capacity, strengthen succession planning, and provide meaningful growth opportunities for employees. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need. **Root Cause**: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Goal 3: Interdependent Self-managers

Performance Objective 1: By December 2026, Moore Middle School will establish a verified baseline of students participating in at least one co-curricular or extracurricular activity, and by May 2027 will increase participation by at least 5 percentage points from the established baseline. (BG2)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Moore will establish a campuswide baseline of student participation in extracurricular and co-curricular activities, identify students who are not connected to an activity, and use Advisory/Paws N Connects to connect students with clubs, athletics, fine arts, UIL, leadership, and other opportunities aligned with their interests. **Strategy's Expected Result/Impact:** A greater percentage of students will participate in at least one campus activity, increasing belonging, relationships, and connection to school. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Coaches, Sponsors, Advisory Teachers **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need. **Root Cause**: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.

Goal 3: Interdependent Self-managers

Performance Objective 2: By December 2026, Moore Middle School will establish a baseline of unique household participation in defined campus family-engagement opportunities and will increase participation by at least 10% by May 2027 while maintaining active partnerships with community organizations that support students and campus programs. (BG1)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Moore will provide intentional family and community engagement through PTSA, Cafe A'Moore, Coffee with the Counselors, parent-learning opportunities, career events, regular communication, and community partnerships while helping families understand middle-school expectations and support increasing student independence. **Strategy's Expected Result/Impact:** Families will report greater understanding of campus systems and expectations, know where to seek support, and participate more meaningfully in school and community opportunities. **Staff Responsible for Monitoring:** Principal, Counselors, Assistant Principals, PTSA Leadership **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 3: By May 2027, at least 90% of Moore students will report having at least one trusted adult on campus they can approach for support, while the campus maintains or improves student safety and discipline indicators from the 2025-26 baseline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Advisory and Paws N Connects will provide recurring opportunities for relationship-building, student check-ins, academic conversations, and connection so that every student has at least one trusted adult on campus. **Strategy's Expected Result/Impact:** Student survey results will show an increase in students reporting that they have an adult on campus they trust and can approach for support. **Staff Responsible for Monitoring:** Advisory Teachers, Counselors, Assistant Principals **ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Moore Middle School will implement district and campus procedures for violence prevention and intervention, including threat/care assessment protocols, bullying and cyberbullying prevention, dating-violence prevention and response, student reporting procedures, counseling and student-support services, staff training, parent/student awareness, and applicable district safety protocols. **Strategy's Expected Result/Impact:** Students, staff, and families will understand how to identify, report, and respond to safety concerns, including bullying, threats, and dating violence. Students experiencing safety concerns will have clearly defined pathways to seek assistance, and the campus will maintain a safe and supportive learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Campus Safety Team **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 4: By May 2027, Moore Middle School will implement and monitor the district coordinated school health program using applicable student fitness, physical activity, attendance, academic performance, and SHAC-recommended indicators to support student wellness and academic success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Moore will implement the district coordinated school health program and review available student fitness, physical activity, attendance, academic, and wellness indicators to identify trends and support student health and academic success. **Strategy's Expected Result/Impact:** Campus leaders will use available health and wellness data to monitor implementation of coordinated health requirements and identify student wellness needs that may affect academic success. **Staff Responsible for Monitoring:** Principal, Campus Nurse, PE/Athletics Staff, Counselors **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Instructional expectations and collaborative processes are not yet implemented with sufficient consistency to ensure that every student experiences rigorous, engaging, grade-level instruction and receives timely intervention or extension based on individual need. **Root Cause**: Rapid campus growth, significant staff transition, varying levels of PLC effectiveness, and differences in instructional practice have resulted in inconsistent implementation of rigor, engagement, differentiation, data analysis, and instructional follow-through.