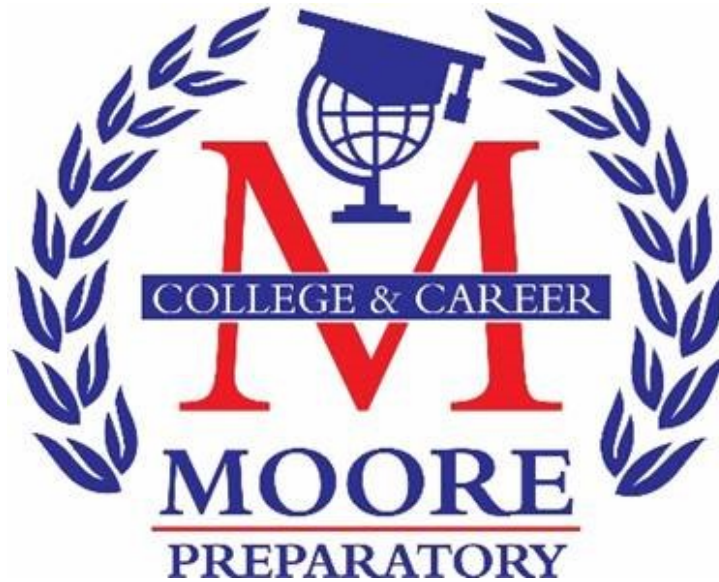


Grand Prairie Independent School District
Sallye Moore College & Career Preparatory
2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

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

Vision

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

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Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)	14
Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)	28
Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)	35
Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)	37
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/ school events.(Local Strategic Priority 7)	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

MISSION

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

VISION

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

Sallye Moore College and Career Preparatory Academy is a PK-8th Grade school of choice in GPISD. Currently, our Ethnic distribution is 52% Hispanic, 33% African American, 7% White, .007% American Indian/Alaskan Nat, Multi-Racial 0.28%, 0.49% Asian. Of that our population is At-risk (55.42%) data shows Limited English Proficiency (LEP) 21%, Special Education at 11 %, GT at 8%, with our total population representing Economically Disadvantaged at 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 608 PK-8th grade students during with approximately 137 of those students living out of district and commuting to our campus each day for instruction.

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

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

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

Demographics Strengths

Mobility Rate is estimated at 17.6%.

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

All students (PK-8) have been issued a district electronic device (IPad).

PK-5 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Professional development for teachers is needed in the areas of differentiating instruction and meeting students' diverse academic needs. **Root Cause:** As we make efforts to meet the various learning needs of all of our students (PK-8) differentiation maintains to be a challenge. Teachers need support in learning to use data to drive/inform instructional plans and instructional strategies that support differentiation (i.e. small group instruction. We also have a significant percentage of teachers who have fewer than 5 years experience.

Problem Statement 2: A deficit or low numbers identified as Gifted and Talented Students (only 5.35% of our student population identified) **Root Cause:** Turnover for the last three years of the professional in the role due to inexperience and possibly pandemic variables. Professional development is also needed for staff in the area of identifying GT students early and as they matriculate through PK-8.

Student Learning

Student Learning Summary

CIP Goal 1: Student Achievement

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

Student Achievement: 2020-21 72%

School Progress Score: 2020-21 77%

Closing the Achievement Gap Score: 2020-21 73%

Moore's Overall Campus Score : 2020-21 76%

Moore's Overall Campus Score: 2021-2022 87%

Student Achievement: 80%

School Progress: 91%

Relative Performance: 86%

Intervention support will continue to address the differentiated needs of our students. Enrichment support will also increase the number of students who progress at meets and mastery levels.

Accountability Rating for 2022-23 Pending (TEA has not yet released)

Student Learning Strengths

Sallye Moore College & Career Preparatory
Generated by Plan4Learning.com

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

- - 2019-2020, **2021-2022 Accountability Rating is Met Standard**
 - Our Accountability Rating is significantly higher than previous years
 - Sallye Moore students are making significant gains in the areas of Reading, Math and Science
 - **2021-2022 4 Distinction Designations Earned (Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps)**
 - Intervention is offered to students in the form of small group instruction during the school day and after-school
 - RTI is used to drive student intervention support
- Sallye Moore's campus goal is to have 85% of each student group Meet standard STAAR student performance measures. Our goal is to have 85% of students Meet standard in Reading, Math, Writing, and Science. Based on assessment data the following academic needs are identified:
 - Collaborative content planning (both vertical and horizontal) is needed to address the diverse needs of our at-risk student population. Planning both vertically and horizontally is needed to identify/address/and close the learning gaps.
 - Continued Professional Development in differentiating instruction to meet the needs of our sub-pops. SIOP strategies a focus in implementation and increased opportunities for our students to speak, write, and present across disciplines and grade levels.
 - Professional development opportunities that are geared toward literacy instruction, reading fluency, math fluency, teaching academic vocabulary across the disciplines, math problem-solving, incorporating varied levels of questions, professional development on small group instruction across the disciplines, and disaggregating MAP data to drive instruction.
 - Supplemental instructional materials are needed to address achievement data and individual student needs/ student populations (i.e. our LEP population) .
 - Focus directed toward each student gaining 10 or more questions on the STAAR assessment (Student Goal Writing/Teacher Conferences)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Improvement in Domain 4 Closing the Gaps is needed. Our sub-populations are not making the incremental progress needed. **Root Cause:** Teachers need professional development in differentiating instruction to meet individual student needs. Teachers need a true understanding of instructional strategies that support the diverse learning needs of diverse populations.

Problem Statement 2: Teachers need to take a more in depth look and approach to using data to drive instruction **Root Cause:** Teachers need to commit to using small group instruction and the data concluded from small groups to grow students.

Problem Statement 3 (Prioritized): Writing Responses are not fully developed and display a deficit in student demonstration and understanding of the components and structure used for ECR's and SCR's. **Root Cause:** A comprehensive school-wide writing plan has not been fully developed and implemented (CER/RACE) . This must include explicit instruction in editing and revising,

Problem Statement 4 (Prioritized): STAAR Reading Scores have shown improvement but still an area of growth regarding reaching achievement at the Mastery Level. **Root Cause:** A comprehensive school-wide reading plan needs to be developed 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.

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

All elementary grade levels meet in Instructional Planning Meetings with the Instructional Coach and middle school teachers meet with a T&L content strategist for instructional planning once a week. During Instructional Planning, teachers are learning how to unpack performance assessments and Student Expectations. Instructional strategies and resources to use are also discussed and presented by the Instructional Coach as well as the teachers. All grade levels meet in Professional Learning Communities (development sessions) at least once a week with the Principal and admin team. During PLC meetings data, alignment, instructional delivery and strategies are discussed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With the addition of middle school, we are working to develop a rigorous program that speaks to the individual needs of students while also developing a comprehensive program that will prepare them for Dubiski. **Root Cause:** The challenges of extending our course offerings and ensuring we have the FTE's, qualified teachers with experience to offer and extend our course offerings.

Problem Statement 2: A strong emphasis on reading performance for K-3 students must be in place, while an intensive reading initiative must be developed to address the reading skill deficits for students 3-8. **Root Cause:** Either lack of identifying students who are in grade levels 3-8 when they were in the EC years combined with lack of quality Tier 1 Reading Instruction has proven to widen the gaps and skill deficit in our students. Hiring experienced instructors, providing them professional development, and implementing an intervention system is addressing this issue.

Perceptions

Perceptions Summary

MISSION

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

VISION

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

- 100% of the teachers attended training or will attend Capturing Kids Hearts. Social Contracts were implemented in all classes as well as for the professional staff 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 *Capturing Kids Hearts*
- CLT participation in campus climate and culture development and maintenance
- Parent Workshops scheduled throughout the year for each grade level
- A Menu of parent Volunteer Opportunities are scheduled to remove any barriers for parents to become involved in campus programming
- Implementation of Club Friday
- Implementation of Student Council
- Induction and continuation of NJHS/Elem NJHS
- Kindness & Compassion Club (Moore Counselor)
- Moore Bucks for recognition of outstanding behavior
- Level UP T-Shirt Initiative at Quarterly Celebrations when students move to the Next Level of Achievement on STAR REN (RDG)
- Field experiences that focus on college readiness are scheduled and participated by each grade level at least once each year
- PTA Monthly Meetings

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Improvement in Domain 4 Closing the Gaps is needed. Our sub-populations are not making the incremental progress needed.

Root Cause 1: Teachers need professional development in differentiating instruction to meet individual student needs. Teachers need a true understanding of instructional strategies that support the diverse learning needs of diverse populations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Writing Responses are not fully developed and display a deficit in student demonstration and understanding of the components and structure used for ECR's and SCR's.

Root Cause 2: A comprehensive school-wide writing plan has not been fully developed and implemented (CER/RACE) . This must include explicit instruction in editing and revising,

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR Reading Scores have shown improvement but still an area of growth regarding reaching achievement at the Mastery Level.

Root Cause 3: A comprehensive school-wide reading plan needs to be developed to address the deficit in skills and motivation in the area of reading. An incentive for leveling up in reading would also impact student achievement in reading.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Goals

Revised/Approved: September 14, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

High Priority

HB3 Goal





Evaluation Data Sources: District Data Sources and State Accountability Ratings and Reports

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

Strategy 2 Details		Reviews			
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: I Coach Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Campus data reviews will be conducted at Midpoints and Summative Assessments 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: Instructional Coach Principal Dean of Instruction Assistant Principal		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
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, Reading, Writing, Science, and Social Studies. The goal is to review data after every Midpoint and 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, and low SE performance. Staff Responsible for Monitoring: I Coach Campus Admn Team Leaders/Department Chairs Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Utilize various progress monitoring tools (MAP, MIZ, CLI/TX KEA, TPR, IXL, DRA) to monitor student growth, differentiate instruction, and develop intervention plans as well as drive instruction. Strategy's Expected Result/Impact: Increased percentage of students reaching mastery in math, reading, writing, and science. Staff Responsible for Monitoring: Teachers Admn Team I Coach Academic Interventionists Title I: 2.5, 2.6 - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Utilize the campus RTI process to provide tiered interventions and instruction to meet the diverse needs of students identified as at-risk. Strategy's Expected Result/Impact: Increased awareness and support for at-risk student. Improved academic achievement of at-risk students. RTI Committee Notes (Edugence) Documentation of Support (Edugence) Staff Responsible for Monitoring: Teachers Counselor Team Leaders Campus Admn Inclusion Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: The Counselor and College and Career Coordinator will provide individual or group counseling sessions to students who meet at-risk criteria 3, 6, 9 weeks and students who are failing with a 72% or lower in a core class. Strategy's Expected Result/Impact: Counseling goals achieved. Counseling goals and documentation. Staff Responsible for Monitoring: Counselor College and Career Coordinator Campus Admn Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Attendance Incentive program established and implemented to increase student attendance of at-risk students. Strategy's Expected Result/Impact: Improved student attendance (at-risk students). Staff Responsible for Monitoring: Campus Admn Attendance Committee PEIMS Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
<p>Strategy 9: Parent workshops conducted by grade level teachers prior to PTA monthly meeting. (At least one per grade level)</p> <p>The workshops have an instructional focus and are grade level specific.</p> <p>STAAR Workshops conducted for parents of students in grades 3-8.</p> <p>Fall Literacy Night Family Math/Science Night Family Fitness Night (Health Initiative)</p> <p>Strategy's Expected Result/Impact: Improved relational capacity with parents and inform parents of academic initiatives and critical academic areas of need.</p> <p>Staff Responsible for Monitoring: Team Leaders College and Career Coordinator Campus Admn</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Promote Moore's Full Day Pre-K Program with written ad verbal communications, recommendations, and campus tours. Strategy's Expected Result/Impact: Ensure that PK Sections are consistently full (We added a second PK Section 2018-2019) Staff Responsible for Monitoring: PK Team Campus Admn Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PK Team will provide PK students with small group guided reading instruction to increase reading proficiency, and small group guided math instruction. Strategy's Expected Result/Impact: 90% of PK students will be reading at DRA/EDL Level 2 or above at the end of the school year. 90% of PK students will master PK Math Guidelines at the end of the year. Staff Responsible for Monitoring: I Coach Campus Admn Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: PK Teachers will use data retrieved from CLI CIRCLE Screener to monitor and determine students' growth. This screener is provided by the State to monitor/ track PK students' growth. Strategy's Expected Result/Impact: Campus Admn will meet with PK teachers every 9 weeks to analyze and evaluate students' growth. Staff Responsible for Monitoring: Campus Admn Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and promote College, Career and Military Readiness initiative that promotes a college and career awareness and visibility of grade level teams' colleges throughout the campus.</p> <p>Staff members spotlight their alma mater in their classrooms/offices.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of college and career opportunities and course offerings.</p> <p>Staff Responsible for Monitoring: AVID Site Team CTE Teacher College & Career Coordinator Team Leaders Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Increase awareness of career opportunities through Career Week/ Education Go Get it Week/Peer to Peer Career Fair. Campus Career Highlight (Monthly) initiative in which guest speakers will come to speak to our students highlighting career opportunities. (via CTE classes or campus-wide). Strategy's Expected Result/Impact: Increase student awareness of career opportunities. Staff Responsible for Monitoring: Counselor CTE Teacher College & Career Coordinator AVID Site Coordinator/AVID Teacher Campus Admn Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Introduce and implement the AVID system (components of K-5) to 6th -8th grade 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 Counselor Campus Admn Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide Pre-AP Course Offerings to 6th-8th grade Students. 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: Secondary Strategists Campus Admn Counselor GT Specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide all students the opportunity to participate in a college/university field trip (each school year). (PTA collaborates with the campus to fund this initiative) Strategy's Expected Result/Impact: Increased student awareness of college/career opportunities. Students will be exposed/introduced to course offerings and opportunities/ as well as experience a (different) college campus each year). Staff Responsible for Monitoring: Campus Admn AVID Teacher AVID Coordinator AVID Site Team College & Career Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Strategy's Expected Result/Impact: Identification of Migrant students and provide services. Staff Responsible for Monitoring: PEIMS Clerk Migrant Recruiter Title I: 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Hand Prints on Hearts initiative with at least 50% of staff members serving as campus mentors to scholars. Strategy's Expected Result/Impact: Improved student achievement and improved campus climate. Staff Responsible for Monitoring: Counselor Campus Admn Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Small group pull out intervention will be provided to students who demonstrate academic achievement gaps (as identified by their teacher). Students will receive targeted support in math and reading. (HB1416/ MS Enrichment Class Math/Reading, small group instruction) Strategy's Expected Result/Impact: Improved student performance of identified students in critical areas of need (math and reading). MS Enrichment Courses (RLA/Math) Tutoring/Enrichment Time in Science Staff Responsible for Monitoring: I Coach Teachers Campus Admn Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Special Education students will be identified via ARD Committee and served by campus Inclusion Strategists. Strategy's Expected Result/Impact: Improved student performance of SPED students mastering content. Staff Responsible for Monitoring: Campus Admn Inclusion Support Teachers Special Education Department Chair Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 100% of Moore Staff will receive training on The 3C's (Fall and Spring). Strategy's Expected Result/Impact: Promotes a positive learning environment. Staff Responsible for Monitoring: Counselor Campus Admn TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Gifted and Talented students (GT) will be identified and served through our campus GT Specialist. Strategy's Expected Result/Impact: Increased identification of students who qualify for GT services. Staff Responsible for Monitoring: GT Teacher Campus Admn Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority

HB3 Goal

Evaluation Data Sources: State and Local Assessment Data and Counseling Reports

Strategy 1 Details	Reviews			
Strategy 1: The Counselor and College and Career Coordinator will meet with HB4545 students every 3,6,9, weeks to monitor progress on student academic goals and provide SEL support. Strategy's Expected Result/Impact: Increased student performance for students who have failed STAAR. Demonstrated student growth 3,6,9 weeks Staff Responsible for Monitoring: Counselor Admn Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students who have completed a Suicide Risk Assessment (during the current school year) will receive weekly, monthly or quarterly check-ins depending on the SRA findings (high, medium, low). Strategy's Expected Result/Impact: Reduction in numbers and frequency of reoccurring SRA's by the same students. Staff Responsible for Monitoring: Counseling Team Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning purposed to develop campus leadership is directly correlated to the campus' areas of critical need. Our campus leadership development focuses on content areas such as: math, reading, writing, data analysis, science, and other areas as identified by campus data.</p> <p>Some PD opportunities supported for this school year are:</p> <p>Impact Coaching Reading Academies Guided Reading/Math Small group Instruction Writing SMART Goals/Student Goal Conferences Writable STAR 360 Concrete Representations in Problem Solving Comprehensive Toolkit DRA Training Stemscopes (Math and Science) Kagan Cooperative Learning Strategies RTI Closing the Gap for At-Risk Students Counselor Conference CAST Conference AVID Empowering Writers Mentor/Mentee Observations</p> <p>Strategy's Expected Result/Impact: Improved Teacher Quality Improved Campus Leadership knowledge</p> <p>Staff Responsible for Monitoring: Campus Admin I Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Teacher leadership/Mentoring opportunities to instructional staff who have demonstrated success/proficiency with instructional delivery and student performance (consistently) Strategy's Expected Result/Impact: Increased teacher engagement and leadership. Retention of Staff Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 2: Develop and implement initiatives to recruit, hire, and retain effective teachers, campus administrators, and other instructional leaders.

Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
Strategy 1: Continue to collaborate with Human Capital to ensure rigorous hiring process. Strategy's Expected Result/Impact: Recruit and Retain highly effective staff. Staff Responsible for Monitoring: Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Explore and implement staff incentives for student/staff attendance, and student academic performance. Strategy's Expected Result/Impact: Recruit and retain highly effective staff. Staff Responsible for Monitoring: Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create a campus mentor program for new teachers, and teachers who are in need of assistance. This initiative will require money to be allocated for substitutes for mentor/mentee observations 2 x a year (Fall and Spring). Strategy's Expected Result/Impact: Recruit and retain highly effective teachers. Staff Responsible for Monitoring: Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Identify and provide relevant, quality professional development that supports teacher learning and positively impacts their effectiveness. Strategy's Expected Result/Impact: Recruitment and retention of quality teachers, increased rigor and alignment of	Formative			Summative
	Nov	Jan	Mar	June





<p>instruction, and improved student academic achievement.</p> <p>Staff Responsible for Monitoring: I Coach Counselor Campus Admn</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Provide staff ongoing training in reviewing and analyzing student data to drive their instruction to make learning engaging and relevant to all students. Strategy's Expected Result/Impact: Increased staff understanding on how to analyze data and use data to inform/drive instruction. Staff Responsible for Monitoring: I Coach Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: COVID 19- IMS will provide additional support to instructional staff as we incorporate Google Classroom, Seesaw, and other instructional platforms to our instructional toolbox to serve our students during at home learning. Staff Responsible for Monitoring: Teacher feedback, student work on online platform, usage logs, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Data Chat protocol reinforced and Data Chats conducted and led by teachers twice a nine weeks in an effort to use the data to drive instruction and inform interventions and enrichment. Strategy's Expected Result/Impact: Increased student academic performance, and improve reteaching lessons/practices. Staff Responsible for Monitoring: I Coach Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The IMS will conduct PD for staff and parents to support the use of Google Classroom , See Saw and other technology platforms that enhance and direct instruction during at home learning. Strategy's Expected Result/Impact: Increased awareness and skills of staff and parents regarding technology platforms. Staff Responsible for Monitoring: IMS PD opportunities/sign in documents.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation





Strategy 1 Details	Reviews			
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 Admn Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Campus Volunteer Program that includes a Volunteer Orientation and Volunteer Celebration/Recognition. Strategy's Expected Result/Impact: Increase parent engagement, and the number of parent volunteers. Staff Responsible for Monitoring: Community/Parent Liaison Counselor Campus Admn Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Maintain regular PTA and CIC Meetings Strategy's Expected Result/Impact: Increased Parent and Community Involvement Staff Responsible for Monitoring: Team Leaders Community Liaison Campus Admn Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 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 student academic achievement and increased parent engagement. Staff Responsible for Monitoring: Team Leaders I Coach Counselor Campus Admn Title I: 4.1, 4.2 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 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 engagement Staff Responsible for Monitoring: Community Liaison Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.

Evaluation Data Sources: Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate digital software in their lesson/blended learning (MIZ, IXL, Achieve 3000, STAR MAP). Data from these programs will be reviewed and discussed during Data Chats and RTI Meetings to inform student progress. Strategy's Expected Result/Impact: Improved Student Performance. Staff Responsible for Monitoring: I Coach Teachers Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.



Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

Strategy 1 Details	Reviews			
Strategy 1: Implement GPISD Technology Plan Strategy's Expected Result/Impact: Improved Student performance. Staff Responsible for Monitoring: IMS I Coach Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: IMS will develop and train Moore Staff on integrating technology into their daily lessons to make lessons more relevant and engaging to students. Strategy's Expected Result/Impact: Increase teacher quality of instruction via integrating technology. Staff Responsible for Monitoring: IMS Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: Moore will continue to ensure the safety and well-being of students, staff, and parents, and community members.

Evaluation Data Sources: Incident reports. COVID-19 Reporting (pending District directive). BOE report format.





Strategy 1 Details	Reviews			
Strategy 1: Students and staff will participate in a variety of lessons, presentations regarding student/staff safety, health and wellness, anti-bullying, anti drug awareness activities throughout the school year. Strategy's Expected Result/Impact: Promote a safe and civil learning environment Staff Responsible for Monitoring: Teachers Counselor Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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Performance Objective 2: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

High Priority

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development on student discipline (discipline system) and school safety provided every 9 weeks during PLC/Staff Meeting. Strategy's Expected Result/Impact: Safe and Civil learning environment, and reduced discipline referral numbers. Staff Responsible for Monitoring: Campus Admn	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

High Priority

HB3 Goal

Evaluation Data Sources: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success. & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: SEL Lessons incorporated into instructional learning via School Counselor by online resources or direct instruction . Strategy's Expected Result/Impact: An enhanced healthy school culture and climate. Staff Responsible for Monitoring: School Counselor in collaboration with classroom teachers. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall well-being Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

Evaluation Data Sources: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

Strategy 1 Details	Reviews			
Strategy 1: The Campus Counseling program will provide training, initiatives to address bullying, suicide, and drug prevention. The Counseling program will also support students social emotional well-being via small group and individual sessions as well as large group presentations. Strategy's Expected Result/Impact: Reduced bullying and suicide referrals as well as increased awareness and promotion of healthy social emotional well-being in student body. Staff Responsible for Monitoring: Counselor Campus Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				