

**Grand Prairie Independent School District**  
**Moore Elementary**  
**2018-2019 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sallye Moore College and Career Preparatory Academy is a newly added choice campus to the many options GPISD provides our students. During the 2017-2018 school year we served 497 Pre-K- 6th grade students as well as students participating in the Functional Skills Program and the Daily Living Skills program. Ethnic distribution is 47.90% Hispanic, 32.94% African American, 12.62% White, .47% American Indian, 3.97% Asian and 2.10% two or more races. At-risk data shows Limited English Proficiency (LEP) with 39 student designations. Moore is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds. During the Spring Semester of 2017 our School Board so courageously approved Sally Moore to become a College and Career Preparatory Campus. As a result we added sixth grade and will add a grade level each year until we complete our campus with eighth grade. There are approximately 580 students being served this year PK through 7th.

Sallye Moore 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).

### Demographics Strengths

Mobility Rate is 11.2%. This is down from 15.1% last year.

At-risk numbers represent 222 students at 51.87% of our campus population.

The instructional personnel represents an ethnically diverse staff.

### 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 add middle school to our course plan, we are learning how to meet the various learning needs of all of our students with the staffing provided

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Moore Academy's 2017 STAAR Data in all 4 Indices are as follows:

Index 1 Student Achievement: 69% (State Target- 60%)

Index 2 Student Progress: 45% (State Target- 32%)

Index 3 Closing Performance Gaps: 36% (State Target- 28%)

Index 4 Postsecondary Readiness: 30% (State Target- 12%)

### **Student Academic Achievement Strengths**

- Accountability Rating for 2016-2017 is Met Standard with one distinction in Index 2
- All four indices exceed the state standard and have shown improvement since the previous school year in each index.
- Index 1: 69 (60 Target) +3
- Index 2: 45 (32Target) +8
- Index 3: 36 (28 Target)+1
- Index 4: 30 (12 Target) +5

## 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, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success. Goal 2 in the CIP includes a performance objective on alignment of curriculum to instruction to assessments to reflect this change.

**CIP Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

### School Processes & Programs Strengths

All elementary grade levels meet in Instructional Planning Meetings with the Instructional Coach and middle school teachers meet with a 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) once a week with the Principal and admin team. During PLC meetings data, alignment, instructional delivery and strategies are discussed.

Since we added 7th grade this year, we have been given additional FTE's to support our program. We had the opportunity to hire teachers who have experience teaching middle school which positively impacts the school culture as well as student performance.

## Perceptions

### Perceptions Summary

- 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 *Rachel's Challenge*, and *Capturing Kids Hearts*
- CIC participation in campus climate and culture development and maintenance
- Parent Workshops scheduled throughout the year for each grade level
- Parent Drop-In Days are scheduled to remove any barriers for parents to visit students' classrooms
- Implementation of Club Friday
- Implementation of Student Council
- Kindness & Compassion Club (Moore Counselor)
- Moore Bucks for recognition of outstanding behavior
- 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 7th 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 has increased from \_\_\_\_ to \_\_\_\_\_

Students, parents, and teachers participate in community events such as MLK parade, Cincode Mayo parade, student performances, and other academic nights school year. Moore participates in Rachel's Challenge, Handprints on Hearts, Capturing Kids Hearts, Student Recognition initiatives such as All Star Scholars and All Pro Dads program.

# Comprehensive Needs Assessment Data Documentation

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


# Goals




**Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)**

**Performance Objective 1:** Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

**Evaluation Data Source(s) 1:** PLC rosters, training agendas, intervention documentation, tutoring records

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7  1) Develop PLC Needs Assessment Surveys 3x a year to assess learning needs of teaching staff and the effectiveness of the topics discussed and planning sessions.	2.4, 2.5, 2.6	1 Coach	Teacher survey/ Completed assessments/ Increased teacher engagement in PLC's	 33%			

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) I Coach Instructional support and collaboration with teachers to plan effective lessons, assist with instructional delivery, program implementation and teacher training.</p> <p>At the Middle School Level District Strategists will support Instruction by collaborating with teachers in instructional planning, delivery, and data review.</p>	2.5, 2.6	Campus Admn	Increased student performance evidenced in: district summatives, instructional delivery, walk through data, increased teacher effectiveness with instructional planning and delivery.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) 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.</p>	2.4, 2.5, 2.6	I Coach Campus Admn	<p>Increased student performance in math reading, writing, and science.</p> <p>The goal is to review data after every three week assessment, and develop a re-teach process (following Bambrick practices)</p>				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Utilize a various progress monitoring tools (STAR Ren, MIZ, Raz Kids, IStation, DRA) to monitor student growth, differentiate instruction, and develop intervention plans as well as drive instruction.</p>	2.5, 2.6	Admn Team I Coach	Increased percentage of students reaching mastery in math, reading, writing, and science.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue



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**Performance Objective 2:** Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

**Evaluation Data Source(s) 2:** Enrollment data, GPISD assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Promote Moore's Full Day Pre-K Program with written ad verbal communications, recommendations, and campus tours.</p>		PK Team Campus Admn	Ensure that PK Sections are consistently full  (We added a second PK Section 2018-2019)				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) PK Team will provide PK students with small group guided reading instruction to increase reading proficiency.</p>		I Coach Campus Admn	90% of PK students will be reading at DRA/EDL Level 2 or above at the end of the school year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) PK Team will provide PK students with small group guided math instruction.</p>		I Coach Campus Admn Team	90% of PK students will master PK Math Guidelines at the end of the school year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) PK Teachers will use data retrieved from ERG program to monitor and determine students' growth.</p> <p>This software is purchased by the campus to monitor/ track PK students' growth.</p>		Campus Admn	Campus Admn will meet with PK teachers every 9 weeks to analyse and evaluate students' growth.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							







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**Performance Objective 3:** Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

**Evaluation Data Source(s) 3:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Implement and promote College and Career 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 matter in their classrooms/offices.</p>		AVID Coordinator Team Leaders Counselor	Increase student awareness of college and career opportunities and course offerings.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Increase awareness of career opportunities through Career Week/ Gen TEX Week/Peer to Peer Career Fair. Guest speakers will come to speak to our students highlighting their career year round.</p>		Counselor Campus Admn	Increase student awareness of career opportunities.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Conduct Career Cruising for students to inspire and determine interest in various careers.</p>		Counselor Campus Admn	Increase student interest/awareness in various careers, and prepare students for middle school course selections.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Introduce and implement the AVID system (components of K-5) to 6th and 7th grade students.</p>		AVID Coordinator Counselor Campus Admn	Increased student awareness of college and career pathways and offerings as well as improve students' organization and study skills.				

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide Pre-Ap Course Offerings to 6th and 7th grade Students.</p>		<p>Secondary Strategists Campus Admn Counselor</p>	<p>Increase rigor to challenge and engage students resulting in improved student performance in math and reading.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>6) Provide all students the opportunity to participate in a college/university field trip (each school year).</p> <p>(PTA collaborates with the campus to fund this initiative)</p>		<p>Campus Admn AVID Teacher AVID Coordinator AVID Team</p>	<p>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.</p>				
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**Performance Objective 4:** Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

**Evaluation Data Source(s) 4:** PEIMS data, completion rates. STAAR data, GPISD progress reports

**Summative Evaluation 4:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Attend professional development opportunities on at-risk designations, as well as information of effective interventions for at-risk students.</p>		Counselor Social Worker Campus Admn	Increased staff awareness of at-risk students. Implement interventions for at-risk students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Utilize the campus RTI process to provide tiered interventions and instruction to meet the diverse needs of students identified as at-risk.</p>		Teachers Counselors Team Leaders Campus Admn	Increased awareness and support for at-risk student. Improved academic achievement of at-risk students.  RTI Committee Notes (Edugence) Documentation of Support (Edugence)				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) The Counselor will provide individual or group counseling sessions to students who meet at-risk criteria ( as needed).</p>		Counselor Campus Admn	Counseling goals achieved.  Counseling goals and documentation.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Attendance Incentive program established and implemented to increase student attendance of at-risk students.</p>		Campus Admn Attendance Committee PEIMS Clerk	Improved student attendance (at-risk students).				
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

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**Performance Objective 5:** Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

**Evaluation Data Source(s) 5:** tutoring records, prescriptive interventions cocumentation

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 5</p> <p>1) Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.</p>	2.6	PEIMS Clerk Migrant Recruiter	Identification of Migrant students and provide services.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>2) Tutors for reading and math will be hired ( January) to provide prescribed interventions for students identified by classroom teachers.</p> <p>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.</p>	2.4, 2.5, 2.6	I Coach Campus Admn	Improved student performance of identified students in critical areas of need (math and reading).  Pull out/Tutoring Schedule				




<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>3) Special Education students will be identified via ARD Committee and served by campus Inclusion Strategists.</p>	2.4, 2.5, 2.6	Campus Admn	Improved student performance of SPED students mastering content.				
<p><b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>4) Gifted and Talented students (GT) will be identified and served through our campus GT Specialist.</p>	2.4, 2.5	GT Teacher Campus Admn	Increased identification of students who qualify for GT services.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>5) Students in need of academic intervention will be identified by their teacher/team, and receive intervention in a small group format during the school day or after school tutoring opportunities.</p>	2.4, 2.5, 2.6	I Coach Teachers Campus Admn	Improved student performance on content assessments.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 6:** Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

**Evaluation Data Source(s) 6:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Implement Hand Prints on Hearts initiative with at least 50% of staff members serving as campus mentors to scholars.</p>		Counselor Campus Admn	Improved student achievement and improved campus climate.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) 100% of Moore Staff will implement the CKH Social Contract and 4 questions.</p>		Counselor Campus Admn	Promotes a positive learning environment for all scholars.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) 100% of Moore Staff will receive training on Capturing Kids' Hearts 2 x a year (Fall and Spring).</p>		Counselor Campus Admn	Promotes a positive learning environment.				

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) 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 3-7th.</p> <p>Fall Literacy Night Family Math/Science Night Family Fitness Night (Health Initiative)</p>		<p>Team Leaders Campus Admn</p>	<p>Improved relational capacity with parents and inform parents of academic initiatives and critical academic areas of need.</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 1: Student Achievement:** Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate.(TEA Strategic Priorities: 2, 3, 4)

**Performance Objective 7:** Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

**Evaluation Data Source(s) 7:** Attendance Reports.

**Summative Evaluation 7:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Implement Attendance Incentive Plan via a Campus Attendance Committee that monitors and rewards student attendance. The committee communicates every 3-4 weeks with parents (via phone calls and written documentation) of student attendance concerns and violations.</p>		PEIMS Clerk Campus Attendance Committee Campus Admn	Increased student attendance.  Improved student performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Student attendance concerns are addressed in RTI meetings.</p>		PEIMS Clerk Attendance Committee Campus Admn	Increased student attendance, and decreased attendance violations.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 2: Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)**

**Performance Objective 1:** Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

**Evaluation Data Source(s) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**

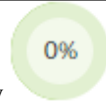
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Professional Learning purposed to develop campus leadership is directly correlated to the campus' areas of critical 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>Bambrick Data Analysis Comprehensive Toolkit Kagan Cooperative Learning Strategies RTI Closing the Gap for At-Risk Students Counselor Conference CAST Conference AVID Empowering Writers FastForWord Mentor/Mentee Observations</p>		Campus Principal	Improved Teacher Quality Improved Campus Leadership knowledge				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

**Performance Objective 2:** Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

**Evaluation Data Source(s) 2:** retention data, recruitment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Continue to collaborate with Human Capitol to ensure rigorous hiring process.</p>		Campus Admn	Recruit and Retain highly effective staff.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Explore and implement staff incentives for student/staff attendance, and student academic performance.</p>		Campus Admn	Recruit and retain highly effective staff.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Create a campus mentor program for new teachers, and teachers who are in need of assistance.</p> <p>This initiative will require money to be allocated for substitutes for mentor/mentee observations 2 x a year (Fall and Spring).</p>		Campus Admn	Recruit and retain highly effective teachers.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Identify and provide relevant, quality professional development that supports teacher learning and positively impacts their effectiveness.</p>		I Coach Counselor Campus Admn	Recruitment and retention of quality teachers, increased rigor and alignment of instruction, and improved student academic achievement.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 2:** Recruitment Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. (TEA Strategic Priority 1)

**Performance Objective 3:** Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

**Evaluation Data Source(s) 3:** PLC feedback, lesson plans, student achievement data

**Summative Evaluation 3:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Provide staff ongoing training in reviewing and analyzing student data to drive their instruction to make learning engaging and relevant to all students.</p>		I Coach Campus Admn	Increased staff understanding on how to analyze data and use data to inform/drive instruction.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) 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.</p>		I Coach Campus Admn	Increased student academic performance, and improve reteaching lessons/practices.				

**Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. 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. (Local Strategic Priority 3)**

**Performance Objective 1:** GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

**Evaluation Data Source(s) 1:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>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.</p>		CIC Campus Admn	Overall campus improvement				
							

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. 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. (Local Strategic Priority 3)

**Performance Objective 2:** Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

**Evaluation Data Source(s) 2:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Implement Campus Volunteer Program that includes a Volunteer Orientation and Volunteer Celebration/Recognition.	3.2	Community/Parent Liaison Counselor Campus Admn	Increase parent engagement, and the number of parent volunteers.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Implement All Pro- Dad's Program	3.2	Counselor Community Liaison Campus Admn	Increased Parent Engagement				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) Maintain regular PTA and CIC Meetings	3.1, 3.2	Team Leaders Community Liaison Campus Admn	Increased Parent and Community Involvement				

**Goal 3: Parent and Community Engagement:** Parents and community members will be full partners with educators in the education of GPISD students. 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. (Local Strategic Priority 3)

**Performance Objective 3:** Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

**Evaluation Data Source(s) 3:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 5 CSF 6</p> <p>1) 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.</p> <p>STAAR Workshops conducted for parents of students Grades 3-7</p> <p>Fall Literacy Night            Family Math/Science Night            Family Fitness Night (Health Initiative)</p>	3.1, 3.2	Team Leaders I Coach Counselor Campus Admn	Increased student academic achievement and increased parent engagement.				
<p><b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>2) Parent Compact and parent surveys conducted 2 x a year ( one Fall and one Spring) to identify campus progress and parent interests.</p>	3.1, 3.2	Community Liaison	Increased parent engagement				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue








**Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)**

**Performance Objective 1:** Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

**Evaluation Data Source(s) 1:** Campus inventory, purchase orders, usage data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will integrate digital software in their lesson/blended learning ( MIZ, Raz Kids, IStation, STAR Ren).</p> <p>Data from these programs will be reviewed and discussed during Data Chats and RTI Meetings to inform student progress.</p>		I Coach Teachers Campus Admn	Improved Student Performance.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 4: Instructional Technology:** Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

**Performance Objective 2:** GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

**Evaluation Data Source(s) 2:** classroom walkthroughs, teacher feedback, usage logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 1) Implement GPISD Technology Plan		IMS I Coach Campus Admn	Improved Student performance.				
<b>Critical Success Factors</b> CSF 1 CSF 7 2) IMS will develop and train Moore Staff on integrating technology into their daily lessons to make lessons more relevant and engaging to students.		IMS Campus Admn	Increase teacher quality of instruction via integrating technology.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

**Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)**

**Performance Objective 1:** GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

**Evaluation Data Source(s) 1:** Incident reports. BOE report format.

**Summative Evaluation 1:**

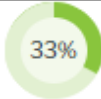




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students and staff will participate in a variety of lessons, presentations regarding student/staff safety, health and wellness, anti-bullying, anti drug awareness activities throughout the school year.</p>		Teachers Counselor Campus Admn	Promote a safe and civil learning environment				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) All scholars will participate in programs that support a safe and civil learning environment that is steeped in proactive practices and prevention.</p> <p>Student Handbooks are sent home that detail campus discipline management system/incentive plan.</p>		Counselor Teachers Campus Admn	Increased student awareness of the Acts of Kindness CKH				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 5: Safe and Orderly Environment:** GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, behavior records, PEIMS data. (Local Strategic Priority 5)

**Performance Objective 2:** Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

**Evaluation Data Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Professional Development on student discipline (discipline system) and school safety provided every 9 weeks during PLC/Staff Meeting.</p>		Campus Admn	Safe and Civil learning environment, and reduced discipline referral numbers.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop PLC Needs Assessment Surveys 3x a year to assess learning needs of teaching staff and the effectiveness of the topics discussed and planning sessions.
1	1	2	I Coach Instructional support and collaboration with teachers to plan effective lessons, assist with instructional delivery, program implementation and teacher training. At the Middle School Level District Strategists will support Instruction by collaborating with teachers in instructional planning, delivery, and data review.
1	1	3	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.
1	1	4	Utilize a various progress monitoring tools (STAR Ren, MIZ, Raz Kids, IStation, DRA) to monitor student growth, differentiate instruction, and develop intervention plans as well as drive instruction.
1	5	2	Tutors for reading and math will be hired ( January) to provide prescribed interventions for students identified by classroom teachers. 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.
1	5	3	Special Education students will be identified via ARD Committee and served by campus Inclusion Strategists.
1	5	5	Students in need of academic intervention will be identified by their teacher/team, and receive intervention in a small group format during the school day or after school tutoring opportunities.
3	3	1	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 3-7 Fall Literacy Night Family Math/Science Night Family Fitness Night (Health Initiative)

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dexter Dixon	Dean of Instruction
Administrator	Joel Hernandez	Assistant Principal
Administrator	Nichole Holland	Principal
Classroom Teacher	Estela Chacon	PK-Kinder
Classroom Teacher	Bianca Morante	1st Grade
Classroom Teacher	Brandon Luna	2nd Grade
District-level Professional	Tara Cahill	Technology
Classroom Teacher	Krystal Renteria	3rd Grade
Classroom Teacher	Natalie McCray	4th Grade
Classroom Teacher	Retina Vincent	5th Grade
Classroom Teacher	Christine Nagano	Teacher
Parent	Patricia Hernandez	PTA President
Parent	Leslie Desmarais	Parent
Classroom Teacher	Tiffany Hall	SPED
ICoach	Dornisha Shead	Instructional Coach
Counselor	Shannon Neal	Counselor
Community Representative	Rebecca Rangel	Community Liaison