

**El Paso Independent School District**

**Moye Elementary School**

**2023-2024 Goals/Performance Objectives/Strategies**

**Accountability Rating: B**



# Mission Statement

## Moye Mission Statement

*"Every day, H.R. Moye Elementary will create a safe and child-centered school, empowering, nurturing, and fostering collaborative high achievers where every child and their uniqueness matters."*

# Vision

## Moye Vision Statement

*"Learners Today, Leaders Tomorrow."*

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# Goals

**Goal 1:** WHOLE CHILD DEVELOPMENT Moye Elementary fosters learning environments for the whole child to thrive.

**Performance Objective 1:** By June 2024, Moye Elementary will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey.

**Evaluation Data Sources:** CK-12 Survey

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All staff members will receive ongoing training in SEL practices to ensure that we are addressing all needs of all students by creating a safe, supportive, and nurturing environment that explicitly teach and model the 5 SEL components. <b>Strategy's Expected Result/Impact:</b> Annual Climate surveys will show data that indicate that students feel supported and that parents believe their children are safe and cared for. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Culture and Climate Team (CCCT)  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
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**Goal 1: WHOLE CHILD DEVELOPMENT** Moye Elementary fosters learning environments for the whole child to thrive.

**Performance Objective 2:** By June 2024, Moye Elementary will increase PK-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 19,704 participants to 20,689.

**Evaluation Data Sources:** Survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A survey will be provided to all staff members about interests and special skills they have to support extracurricular activities students have expressed a high-interest in through their own student interest survey. <b>Strategy's Expected Result/Impact:</b> Identify innovative extracurricular offerings for students and increase the number of student participants in grades K-5 by 5% from the previous school year. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 1: WHOLE CHILD DEVELOPMENT** Moye Elementary fosters learning environments for the whole child to thrive.

**Performance Objective 3:** By June 2024, Moye Elementary will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing attendance in the After school Learning Sites to a minimum of 30 students.

**Evaluation Data Sources:** Campus tracking tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional extracurricular activities after school and increase the number of students who utilize the Steamtastico after school program.  <b>Strategy's Expected Result/Impact:</b> Provide additional extra-curricular activities to students to a broader number of students and increase attendance in the Steamtastico after school program to 30. <b>Staff Responsible for Monitoring:</b> Counselor Parent Engagement Liaison  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 1: WHOLE CHILD DEVELOPMENT** Moye Elementary fosters learning environments for the whole child to thrive.

**Performance Objective 4:** By June 2024, Moye Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness in 70% of all campuses.

**Evaluation Data Sources:** District Developed Tracking Rubric

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and post posters throughout the campus of the PBIS Matrices and Resolution Wheel through all areas on the campus. (restrooms, hallway, cafeteria, gym, etc.) <b>Strategy's Expected Result/Impact:</b> PBIS expectations will be clearly established, implemented, referenced, modeled, and reinforced to all. <b>Staff Responsible for Monitoring:</b> Principal Counselor Secretary Campus Culture and Climate Team (CCCT)  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselor will provide lessons and activities to staff and students that teach and support the building of mindsets, healthy habits, and skills that strengthen students' social, emotional, and academic competencies. <b>Strategy's Expected Result/Impact:</b> Increase in SEL and academic growth among students. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 4 Prioritized Needs:**

### L1 Whole Child (Culture & Climate)





**Prioritized Need 1:** During the 2022-2023 school year, Moye ES had a total of 164 offenses compared to 116 from 2021-2022 - an increase of 29%. **Root Cause:** A lack of consistent implementation of SEL practices throughout the campus between all faculty, staff and students is affecting the coping skills students are using to manage conflict resolution during the school day.



**Goal 1: WHOLE CHILD DEVELOPMENT** Moye Elementary fosters learning environments for the whole child to thrive.

**Performance Objective 5:** By June 2024, Moye Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals from 2731 to 2594.

**Evaluation Data Sources:** OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure fidelity to campus PBIS Matrix and consistent SEL implementation is embedded into Tier 1 instruction in classrooms by developing a campus tracking tool. <b>Strategy's Expected Result/Impact:</b> Decrease in disciplinary infractions and an increase in positive student responses on the Panorama survey. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





**Performance Objective 5 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> A total of 300 walkthroughs are required throughout the school year with 150 being conducted by the Principal and AP each. <b>Root Cause:</b> Building management process and procedures need to be adhered to by all faculty in staff in order for the administrative team to remain in the positions of instructional leaders who conduct a minimum of 5 walkthroughs a week.

**Goal 2: ACADEMIC EXCELLENCE** Moye Elementary empowers all learners to excel in current and future pursuits.

**Performance Objective 1:** By June 2024, Moye Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize 90 minute PLCs during which CTCs will assist teachers in internalizing the district curriculum and high-quality instructional materials provided. <b>Strategy's Expected Result/Impact:</b> Students will have a high percentage of academic success. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5 <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Moye ES will purchase needed supplies for instructional support such as copy paper, copier rentals, printer ink cartridges, and general classroom supplies. <b>Strategy's Expected Result/Impact:</b> Teachers will have all materials necessary to delivering high quality Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Principal Secretary  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 <b>Funding Sources:</b> 211 General Supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.169.24.801.169 - \$9,000	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide training opportunities to administration and teachers as needed to support the implementation of the curriculum. <b>Strategy's Expected Result/Impact:</b> Increased academic success <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1 <b>Funding Sources:</b> 211 Substitutes - 211 ESEA Title I Part A (Campus) - 211.11.6112.169.24.362.169 - \$3,000, 211 Substitutes - Fringes - 211 ESEA Title I Part A (Campus) - 211.11.6141.169.24.362.169 - \$44, 211 Staff Development Misc. Operating Costs - 211 ESEA Title I Part A (Campus) - 211.13.6499.169.24.801.169 - \$5,500		Formative			Summative
		Oct	Jan	Mar	June
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## Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> There is a continued need to improve academic achievement in Reading and Math in all grade levels. <b>Root Cause:</b> While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> According to the the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities <b>Root Cause:</b> While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.
L5 Equity by Design (Demographics)
<b>Prioritized Need 1:</b> According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. <b>Root Cause:</b> A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.

**Goal 2: ACADEMIC EXCELLENCE** Moye Elementary empowers all learners to excel in current and future pursuits.

**Performance Objective 2:** By June 2024, Moye Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in 70% of all campuses with a dual language program.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Dual Language pacing calendars provided by the district to guide instruction and request support or additional training from the dual language department as needed. <b>Strategy's Expected Result/Impact:</b> Increased student success among students in the Dual Language program. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1 <b>Funding Sources:</b> 185 Staff Development Travel Employee Subsistence (Virtual Training) - 185 SCE (Campus) - 185.13.6411.169.30.915.169 - \$3,000, 185 Admin Travel Employee Subsistence (OT Travel) - 185 SCE (Campus) - 185.23.6411.169.30.100.169 - \$6,000	Formative			Summative
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**Performance Objective 2 Prioritized Needs:**





L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> There is a continued need to improve academic achievement in Reading and Math in all grade levels. <b>Root Cause:</b> While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> According the the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities <b>Root Cause:</b> While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.

### L5 Equity by Design (Demographics)

**Prioritized Need 1:** According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. **Root Cause:** A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.

**Goal 2: ACADEMIC EXCELLENCE** Moye Elementary empowers all learners to excel in current and future pursuits.

**Performance Objective 3:** By June 2024, Moye Elementary will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 73% to 80%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that teachers implement content programs/curriculum with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR in all areas. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase testing materials to support testing practice. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR in all areas. <b>Staff Responsible for Monitoring:</b> Principal Secretary  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> 185 Testing Materials - 185 SCE (Campus) - 185.11.6339.169.30.000.169 - \$3,950, 211 Testing Materials - 211 ESEA Title I Part A (Campus) - 211.11.6339.169.24.801.169 - \$8,916	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 3 Prioritized Needs:**

### **L2 Academic Excellence (Curriculum, Instruction, Assessment)**

**Prioritized Need 1:** A total of 300 walkthroughs are required throughout the school year with 150 being conducted by the Principal and AP each. **Root Cause:** Building management process and procedures need to be adhered to by all faculty in staff in order for the administrative team to remain in the positions of instructional leaders who conduct a minimum of 5 walkthroughs a week.

### **L2 Academic Excellence (Student Achievement)**

**Prioritized Need 1:** There is a continued need to improve academic achievement in Reading and Math in all grade levels. **Root Cause:** While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.

### **L3 Destination School (Staff Recruitment, Retention & Prof. Dev)**

**Prioritized Need 1:** According to the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities **Root Cause:** While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.

### **L5 Equity by Design (Demographics)**





**Prioritized Need 1:** According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. **Root Cause:** A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.

**Goal 2: ACADEMIC EXCELLENCE** Moye Elementary empowers all learners to excel in current and future pursuits.

**Performance Objective 4:** By June 2024, Moye Elementary will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 52% to 58% with all student groups meeting board approved metrics. [HB3].

**HB3 Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Along with fidelity to the Tier 1 Reading curriculum, an effective RTI system will strategize necessary interventions for all Tier 2 an Tier 3 students utilizing the MAP Growth Assessment and iReady data. <b>Strategy's Expected Result/Impact:</b> Improved student success in reading. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Interventionist  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
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**Performance Objective 4 Prioritized Needs:**

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> There is a continued need to improve academic achievement in Reading and Math in all grade levels. <b>Root Cause:</b> While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.
L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
<b>Prioritized Need 1:</b> According the the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities <b>Root Cause:</b> While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.







### L5 Equity by Design (Demographics)

**Prioritized Need 1:** According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. **Root Cause:** A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.

**Goal 2: ACADEMIC EXCELLENCE** Moye Elementary empowers all learners to excel in current and future pursuits.





**Performance Objective 5:** By June 2024, Moye Elementary will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 37% to 54% with all student groups meeting board approved metrics. [HB3]

**HB3 Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Along with fidelity to the Tier 1 Reading curriculum, an effective RTI system will strategize necessary interventions for all Tier 2 an Tier 3 students utilizing the MAP Growth Assessment and iReady data. <b>Strategy's Expected Result/Impact:</b> Improved student success in math. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Interventionist  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 3:** DESTINATION DISTRICT Moyer Elementary solidifies its position as El Paso's destination district.

**Performance Objective 1:** By June 2024, Moyer Elementary will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1% from 288 to 500 students.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Moyer ES will promote our campus by sharing out on multiple social media sites about the exciting things we are doing, events and opportunities being offered to students and families and distinctions or recognition we may receive as a campus. <b>Strategy's Expected Result/Impact:</b> Increased awareness within the community of what our campus and what it can offer. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Secretary Counselor Parent Engagement Liaison Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





**Goal 3:** DESTINATION DISTRICT Moyo Elementary solidifies its position as El Paso's destination district.

**Performance Objective 2:** By June 2024, Moyo Elementary will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Advertise for posted openings on social media and have 100% attendance by at least one administrator at all district hiring fairs. <b>Strategy's Expected Result/Impact:</b> Having a fully staffed campus at the beginning of the school year for 2024-2025. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3: DESTINATION DISTRICT** Moye Elementary solidifies its position as El Paso's destination district.

**Performance Objective 3:** By June 2024, Moye Elementary will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize district supplied technology support person who is on campus once a week to keep working devices in students' hands and address technology issues as they arise weekly. <b>Strategy's Expected Result/Impact:</b> Principal Assistant Principal  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Plan professional development sessions with district Instructional Technology Specialist to support teachers with implementation of various technology in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased access to 21 st century learning for students. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Prioritized Needs:**

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> There is a continued need to improve academic achievement in Reading and Math in all grade levels. <b>Root Cause:</b> While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.

### L3 Destination School (Staff Recruitment, Retention & Prof. Dev)





**Prioritized Need 1:** According to the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities **Root Cause:** While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.

### L5 Equity by Design (Demographics)

**Prioritized Need 1:** According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. **Root Cause:** A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.

**Goal 4: CULTURE OF ACCOUNTABILITY** Moye Elementary cultivates a culture of transparency, care, and service.

**Performance Objective 1:** By June 2024, Moye Elementary will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Establish and monitor an effective attendance incentive plan to increase daily attendance to 94% or above. <b>Strategy's Expected Result/Impact:</b> Increased daily attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PEIMS Clerk Attendance Committee  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 1 Prioritized Needs:**

L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 1:</b> The 2022-2023 attendance rate was 91.92%, just over 5 percentage points below the desired attendance rate of 97%. <b>Root Cause:</b> There are an excessive number of absences being excused without doctor's notes, kindergarten students require the most attendance intervention as they sit at 87.16%, and there needs to be a focus on encouraging consistent attendance on Tuesdays and Fridays.

**Goal 4: CULTURE OF ACCOUNTABILITY** Moye Elementary cultivates a culture of transparency, care, and service.





**Performance Objective 2:** By June 2024, Moye Elementary will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Use funding allotted for Parent Engagement Liaison to purchase materials necessary for community events. <b>Strategy's Expected Result/Impact:</b> Increased community attendance at campus events. <b>Staff Responsible for Monitoring:</b> Parent Engagement Liaison  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> 211 Community General Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6399.169.24.801.169 - \$2,440, 211 Community Misc. Operating Costs - 211 ESEA Title I Part A (Campus) - 211.61.6499.169.24.801.169 - \$500		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					



**Goal 4: CULTURE OF ACCOUNTABILITY** Moye Elementary cultivates a culture of transparency, care, and service.





**Performance Objective 3:** By June 2024, Moye Elementary will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Moye ES will continue with its current plan of two-way communication between home and school by having all faculty and staff join all Class Dojo homerooms and regularly promote school events, elicit parent feedback and respond to parent messages in a timely manner. <b>Strategy's Expected Result/Impact:</b> Increased communication between school and home. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Parent Engagement Liaison Faculty/Staff  <b>Title I:</b> 4.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 5: EQUITY BY DESIGN** Moye Elementary champions a targeted approach to universal access and system equity.

**Performance Objective 1:** By June 2024, Moye Elementary will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7%.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide all teachers with professional development in the area of the district Dual Language model, effective SIOP strategies, and ELPS/PLDS. <b>Strategy's Expected Result/Impact:</b> Increased student success due to better implementation of effective language acquisition strategies. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> There is a continued need to improve academic achievement in Reading and Math in all grade levels. <b>Root Cause:</b> While Tier 1 instruction has improved at the campus, there is a need to continue to refine implementation of curriculum and effective strategies for all learners.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> According the the 2022-2023 T-TESS data, the greatest areas of need amongst 30 staff members include: 1.1 Aligning lesson content for state standards 1.4 Questions that encourage students to engage in complex, higher-order thinking (H.O.T.) 2.4 Adjusts instructions and activities <b>Root Cause:</b> While there has been significant professional development in Dimension 1.1; there has been a lack of professional development and accountability measures in place for Dimensions 1.4 and 2.4.
L5 Equity by Design (Demographics)
<b>Prioritized Need 1:</b> According to the 2023 TELPAS results, the majority of our EB population has a composite score of "Intermediate", with the majority of these students having 0-3 years of schooling in U.S. schools. <b>Root Cause:</b> A combined percentage of 70% of our EB students fall between Beginning and Intermediate in Reading and only 30% of students progressed one or more proficiency levels, while 57% of our students achieved no change in proficiency and 18% decreased in one or more proficiency levels. The domain of "Speaking" has a historically low percentage of students (between 4-9%) who ever achieve an AH rating.