

Big Spring Independent School District

Moss Elementary

2023-2024 Improvement Plan



Mission Statement

The Core Principles that will guide the decisions of the school system are:

Recruit and retain highly qualified staff.

Maintain integrity and professionalism at all times.

Provide a caring and safe environment.

Ensure instructional time is valued.

Provide ongoing meaningful professional development.

Design and deliver relevant and engaging instruction.

Vision

The Vision of Big Spring ISD is to instill respect and pride in all by empowering our community of learners ~ staff and students ~ to unite and commit to educational excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Moss Elementary is a diverse student population comprised of between 470-500 each school year. We serve students in kindergarten, first grade, and second grade. 53% of our student population are male and 47% are female. 65% of our student population is Hispanic/Latino, 22% is White, and 12% is African American. 1% of the population falls into the following categories: Asian and Native American. 18.5% of our student population is currently being served through special education services. Currently 2% of the population is identified as an ELL.

Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others. Additionally, we have an on campus instructional coach that works with both kindergarten as well as 1st grade during our Team meeting time to ensure that TEKS are taught to the depth and specificity needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: It is difficult to ensure that every student is receiving high quality instruction. **Root Cause:** Due to a significant teacher shortage in Texas, which is magnified in rural areas such as Big Spring, highly qualified teachers are not available which results in the hiring of non-certified and/or non-degreed teachers.

Student Learning

Student Learning Summary

Following the first administration of the NWEA Reading assessment, it was shown that we had 26% of students falling in the Tier 3 range, 30% in Tier 2 range, and 44% in Tier 1. A breakdown of the grade levels is exemplified on the following table:

Reading	Tier 3	Tier 2	Tier 1
Kindergarten	21%	38%	41%
First Grade	22%	24%	54%
Second Grade	36%	30%	24%

Following the first administration of the NWEA Math assessment, it was shown that we had 21% of students falling in the Tier 3 range, 24% in the Tier 2 range, and 55% in Tier 1. A breakdown of the grade levels is exemplified on the following table:

Math	Tier 3	Tier 2	Tier 1
Kindergarten	19%	33%	48%
First Grade	19%	17%	64%
Second Grade	23%	23%	54%

Overall, after our beginning of year testing, 21% of kindergarten students, 40% of 1st grade students, and 32% of 2nd grade students are on grade level in math.

Student Learning Strengths

We have fewer kindergarteners coming to us with little to no background in reading. Our tier I group for both kindergarten and first is close to a majority of the students. We continue to implement Amplify reading as well as follow balanced literacy to ensure students are reading on grade level. Students continue to grow in math with the implementation of Eureka math. By the time students reach 2nd grade, they have had 3 full years of Eureka which translates into a better grasp on math concepts and skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of Tier III students in the second grade is greater than the number of Tier I students in second grade. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of Tier III students needs to decrease by 50% in order to more effectively facilitate classroom and RTI instruction. **Root Cause:** We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

School Processes & Programs

School Processes & Programs Summary

All students are being instructed following a Balanced Literacy model. Teachers use the HMH adoption to implement a balanced literacy program in class. We supplement the reading adoption with Amplify Reading and Really Great Reading (our phonics program) which helps to scaffold for students who have gaps. The adopted math is GoMath, however we are using Eureka math as our main math program to help in closing gaps that have been created. Science Fusion and Social Studies Weekly round out the four core areas. Amplify Reading and Dreambox are purchased online programs to help students during their specials rotation as well as during station time during Tier I instruction. In addition, teachers are able to assign iRead to students that are continuing to struggle. Teachers are given a 45 minute PLC time everyday to discuss the needs of students and to better plan for the instruction.

We utilize our Instructional Coach in the kindergarten and 1st grade levels so that we can help to get all students in front of strong practices and instruction. In addition, we have a reading instruction specialist and math instructional specialist who meet with our 2nd grade teams to ensure that we are aligned with our sister campus.

Moss has some seasoned staff of teachers who are highly qualified in their fields. We recruit teachers at job fairs and promote our school through Facebook and other social media outlets.

School Processes & Programs Strengths

We have systematic approaches in place to grow students. Through vertical and horizontal alignment, the kids see the same programs and each program has a defined start and stop point for each level. MTSS time is used to enrich the learning of students who are beyond the general scope and sequence and to remediate the students who are having difficulties.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The current students are still experiencing a difficulty with reading across all levels, especially 1st and 2nd grade. This is causing students to be behind at third grade and beyond. We want to ensure that all students are reading on grade level before they move to the third grade campus. **Root Cause:** Lack of consistent reading instruction in 2nd grade, coupled with inconsistent grading procedures and non-certified teachers, allow students to move on without being prepared for the next grade level.

Perceptions

Perceptions Summary

The culture and climate of Moss for staff and faculty is positive and vision driven. The faculty understand that our goal is to treat students equitably and to ensure that they are reading on or above grade level.

The community embraces Moss and we have several business supporters who will help to fund or manage events. In turn, Moss is dedicated to helping the community at large through donations and functions.

Perceptions Strengths

We routinely give back to the community and are well received by parents and community members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Moss is well received by both parents and community members, we do not have a large number of businesses that partner with the campus. **Root Cause:** Many consider Moss an affluent campus which therefore does not need the same type of business and community support that other campuses in the district may need.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: The number of K-2 students at Moss Elementary will perform at or above the Tier I Focused Instruction Level ,41st-60th percentile, in reading as shown on the NWEA MAP growth assessment will increase from 44% to 65% by the end of the 2023-2024 school year.

Performance Objective 1: Moss Elementary will use data and instructional best practices to increase the number of students passing and also increase the number of students meeting Tier I Performance Standard in each subgroup on the NWEA.

Evaluation Data Sources: District Assessments and NWEA Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 1.) Moss Elementary will implement Balanced Literacy/ Best Instructional Practices to improve instruction and to increase the performance on the NWEA Strategy's Expected Result/Impact: T-TESS walk-throughs and Data Lesson Plan Staff Responsible for Monitoring: Campus Administrators and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 2.) Moss Elementary teachers in all grades will utilize Exit Tickets to monitor student understanding of the content and provide students immediate intervention. A daily 45 minute PLC provides teachers with an opportunity to plan for struggling students. Strategy's Expected Result/Impact: Daily percentage of TEKS Mastery	Formative		
	Oct	Feb	May

<p>PLC Agenda and Minutes</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>			
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Goal 1: The number of K-2 students at Moss Elementary will perform at or above the Tier I Focused Instruction Level ,41st-60th percentile, in reading as shown on the NWEA MAP growth assessment will increase from 44% to 65% by the end of the 2023-2024 school year.

Performance Objective 2: Moss will utilize a daily 45 minute PLC collaboration to analyze data and determine individual student needs, such as MTSS, small groups and tutoring. As a result, better vertical alignment/horizontal alignment will occur and will set all students up for academic success.

High Priority

Evaluation Data Sources: NWEA Map Data, Checkpoint results, PLC agenda, Lesson Plans

Goal 1: The number of K-2 students at Moss Elementary will perform at or above the Tier I Focused Instruction Level ,41st-60th percentile, in reading as shown on the NWEA MAP growth assessment will increase from 44% to 65% by the end of the 2023-2024 school year.

Performance Objective 3: Moss Elementary will utilize 45 minute intervention periods during the week to focus on previously taught TEKS not yet mastered.

Evaluation Data Sources: NWEA map data, intervention plans, Dreambox, Amplify, Guided Reading levels, mClass progress monitoring.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary teachers will identify students who will benefit from Tier 2 small group instruction. Strategy's Expected Result/Impact: Improved DMAC data, NWEA data Staff Responsible for Monitoring: Campus Administration, District Administration, Classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
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Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.





Performance Objective 1: Moss Elementary will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.

HB3 Goal
Evaluation Data Sources: ESSA Report

Strategy 1 Details	Formative Reviews		
Strategy 1: 1.) Moss Elementary administrators will receive names and resumes from HR director of highly qualified candidates. Strategy's Expected Result/Impact: NCLB report, Application files, Sign- in Sheets Staff Responsible for Monitoring: Principal and Director of Human Resources Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Feb	May
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Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.





Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will actively participate in professional development as well as offer ongoing professional development through the 45 minute PLC. Strategy's Expected Result/Impact: Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the NWEA. Staff Responsible for Monitoring: Campus Administrators, District Curriculum and Instruction Coordinator, Director of School Improvement Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
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Goal 2: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 3: Develop leadership systems, and have our campus motto to ensure student success.

Evaluation Data Sources: Impact Team meetings, agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Administrators will participate in ongoing professional development geared at best instructional practices. This training will then be used to train teachers during PLC. Strategy's Expected Result/Impact: By increasing the professional development of the campus instructional leaders then we can increase the capacity of our teachers. Staff Responsible for Monitoring: Campus Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
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Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 1: Moss Elementary will continue to develop partnerships with local businesses and civic organizations to benefit the students of the district.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will build a network of community partners such as Howard College, Greater Rotary Club of Big Spring, and Complex Community Federal Credit Union. Strategy's Expected Result/Impact: Increasing community involvement, increases the community awareness of our educational needs. Staff Responsible for Monitoring: Campus Administrators and staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use local news media and social media as a venue to promote campus projects and successes. Strategy's Expected Result/Impact: Increasing the positive media output, helps the community to see the positive impact that the education at Moss is having on students social and emotional growth. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Oct	Feb	May
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Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 2: Moss Elementary will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss will implement a Parent Advisory Council or a Parent Community Group. Strategy's Expected Result/Impact: Increasing the parent involvement will increase student achievement through parent progress monitoring. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Oct	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			





Goal 3: Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 3: Parents and community members will perceive a positive relationship with the campus and its schools as evidenced by data (including but not limited to) district and campus disseminated Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will host, virtually when needed, multiple programs encouraging parental involvement. Strategy's Expected Result/Impact: Allowing the community at large to come and learn about what is happening at Moss, allows for them to be more involved in our educational endeavors. Staff Responsible for Monitoring: Campus Administrators and Teachers Title I: 4.1, 4.2 - 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		
	Oct	Feb	May
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Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.





Performance Objective 1: Moss Elementary will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies. Strategy's Expected Result/Impact: Participate in vertical meetings with counterparts from Marcy Elementary to evaluate lesson plans and assessments, participate in vertical alignment planning, and utilize the shared curriculum specialist. Staff Responsible for Monitoring: Campus Administrators and Curriculum Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
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Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: Moss Elementary will promote a systematic and effective use of data to improve instruction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss PLC collaborations will review daily, weekly, and module ending assessments to ensure rigor and student growth. Staff Responsible for Monitoring: Campus administrators, District administrators, Instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
	N/A		

 No Progress
  Accomplished
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  Discontinue





Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: The campus will develop plans that provide for coordinated school health

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will be represented on the District School Health Advisory Counsel (SHAC) Strategy's Expected Result/Impact: Sign-in sheets and minutes from District SHAC meets Staff Responsible for Monitoring: Campus administration	Formative		
	Oct	Feb	May
	N/A		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 4: Moss Elementary will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will implement social contracts in managing student behavior Strategy's Expected Result/Impact: iLead, Student shout-outs, Walk-through data, TTESS Observations, Teacher self-evaluations and action plans, Classroom environment surveys Staff Responsible for Monitoring: All campus staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Moss Elementary will implement and follow a master schedule focused on tiered instruction and opportunities for tiered support. Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: Campus administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 5: The campus's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will utilize peer observations, mentor teachers, new teacher academy, Reading Academy and TIL. Strategy's Expected Result/Impact: Peer observation forms, mentor teacher documentation and sign-in sheets for new teacher academy Staff Responsible for Monitoring: Campus administration and instructional staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
	N/A		
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 4: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 6: Moss Elementary will prepare students for higher education or career choices by increasing participation and completion rate while decreasing the drop-out rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will use social studies curriculum to provide information regarding a variety of career choices and higher education as well as having career day for kindergarten students. Strategy's Expected Result/Impact: Lesson plans, student work Staff Responsible for Monitoring: Campus staff TEA Priorities: Connect high school to career and college	Formative		
	Oct	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: Attendance rate at Moss Elementary will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will establish an attendance committee that will meet each six weeks to look at attendance rates for students and staff and develop incentives to improve attendance. Strategy's Expected Result/Impact: Sign-in sheets, committee minutes Staff Responsible for Monitoring: Campus administration, attendance committee members TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: 100% of Moss Elementary instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary staff members will complete required compliance training by the end of October. Compliance training must be completed on staff members' time. Strategy's Expected Result/Impact: Compliance training certificates Staff Responsible for Monitoring: Campus administration	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Moss Elementary staff will receive continuous training through Reading Academy, Texas Instructional Leadership, Balanced Literacy and Eureka implementation support. Strategy's Expected Result/Impact: Completing Reading Academy, implementing TIL strategies, Balanced Literacy strategies and Eureka strategies. Staff Responsible for Monitoring: Campus Administration, Curriculum, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: Moss Elementary will continue to implement campus safety committees and district-wide discipline management policies and procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Moss Elementary will conduct monthly safety drill following district requirements. Strategy's Expected Result/Impact: Required Safety logs Staff Responsible for Monitoring: Campus Safety Coordinator	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Moss Elementary will implement Social contracts and iLead strategies to promote positive behavior choices. Strategy's Expected Result/Impact: Principal shoutouts, Social contracts Staff Responsible for Monitoring: Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 4: Moss Elementary will increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Goal 6: Moss Elementary will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

Performance Objective 1: 100% of PFS students will have access to supplemental instructional and support services.

Goal 7: Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

Performance Objective 1: The campus will strive to have 100% of students achieve technology proficiency and academic success.

Evaluation Data Sources: Student data in accessing HMH, Clever, NWEA, Google Classroom, Amplify Reading, and Dreambox located on student Chromebooks.

Goal 7: Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

Performance Objective 2: The campus will ensure that all student devices remain operational throughout the year. Campus will replace any device that is not operational to ensure campus remains a 1:1 campus.

Goal 8: Moss Elementary will strictly enforce the BSISD Anti-Bullying policy. There will be zero tolerance for any act of bullying on Moss Elementary's campus.

Performance Objective 1: Moss Elementary will continue to investigate any allegations or incidents related to or concerning the act of bullying.

Evaluation Data Sources: Anonymous Alert Reporting System

State Compensatory

Budget for Moss Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.6

Brief Description of SCE Services and/or Programs

--

Personnel for Moss Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexia Martinez	ISS Aide	1
Barbara Roberson	Assistant Principal	0.3
Richard Cypert	Counselor	0.3
Rosalinda Moreno	Intervention Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joann Garcia	Instructional Aide	Title I	1

Addendums

2023-24 Moss State Compensatory Education Funds

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6399	20	111	4	24	0	01	TEKS RESOURCE SUPP	(2,400.00)
199	11	6112	00	111	4	30	0	00	MOSS COMPENSATORY ED SUBS	(100.00)
199	11	6121	00	111	4	30	0	00	MOSS TUTORIAL BUS DRIVING	-
199	11	6122	00	111	4	30	0	00	MOSS COMPENSATORY ED SUBS	(100.00)
199	11	6122	01	111	4	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)
199	11	6129	00	111	4	30	0	00	ISS/COMPUTER AIDES	(19,760.00)
199	11	6141	00	111	4	30	0	00	MEDICARE	(131.00)
199	11	6142	00	111	4	30	0	00	GROUP HEALTH & LIFE INS	(5,400.00)
199	11	6143	00	111	4	30	0	00	WORKERS COMPENSATION	(151.00)
199	11	6146	00	111	4	30	0	00	TEACHER RETIREMENT	(494.00)
199	23	6119	01	111	4	30	0	00	MOSS ASST. PRINCIPAL SALARY	(21,400.00)
199	23	6141	00	111	4	30	0	00	MEDICARE	(308.00)
199	23	6142	00	111	4	30	0	00	GROUP HEALTH & LIFE INS	(1,552.00)
199	23	6146	00	111	4	30	0	00	TEACHER RETIREMENT	(900.00)
199	31	6119	00	111	4	30	0	00	MOSS COUNSELOR SALARIES	(22,204.00)
199	31	6141	00	111	4	30	0	00	MEDICARE	(320.00)
199	31	6142	00	111	4	30	0	00	GROUP HEALTH & LIFE INS	(1,614.00)
199	31	6146	00	111	4	30	0	00	TEACHER RETIREMENT	(870.00)
									Total	(77,804.00)

2023-24 Moss ESSA Consolidated Grant Funds										
Title I Funds 2023-24										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	11	6129	24	111	4	30	0	00	INTERVENTION AIDE	-22,789.00
211	11	6141	00	111	4	30	0	00	MEDICARE	-330
211	11	6142	00	111	4	30	0	00	GROUP HEALTH & LIFE INS	-5,400.00
211	11	6146	00	111	4	30	0	00	TEACHER RETIREMENT	-1,937.00
211	13	6219	24	111	4	30	0	01	PROFESSIONAL SERVICES	-1,740.00
211	32	6499	24	111	4	30	0	00	PARENT/FAMILY ENGAGEMENT	-1,334.00
										-\$33,530.00
Title II Funds 2023-24										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
255	13	6119	24	111	4	30	0	00	INSTRUCTIONAL COACH/MENTOR	-20,300.00
255	13	6141	00	111	4	30	0	00	MEDICARE	-294
255	13	6146	00	111	4	30	0	00	TEACHER RETIREMENT	-1,726.00
										-\$22,320.00
Title III Funds 2023-24										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
Title IV Funds 2023-24										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
289	12	6329	24	111	4	30	0	00	INSTRUC RESOURCES/MEDIA	-\$58.00
										\$58.00
									Total ESSA Funds	-\$55,792.00