

Houston Independent School District

359 Moreno Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Joe E. Moreno Elementary is committed to transform Houston by providing a global graduate education to all scholars entering our doors.

Vision

The vision of Moreno Elementary is to be the gateway to provide every individual the opportunity to compete and succeed in our global society with the most updated technology to cultivate in our students superior learning and maximize value-added, achievement, and growth.

Value Statement

Our core value is to work together with parents to lead the way for children to achieve in every area and become global graduates.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Joe E. Moreno is located on the corner of 620 E. Canino Rd. and Nordling St. bordering the city and county. The school was built sixteen years ago and first opened its doors in August 2005. It serves approximately 698 students in kindergarten through fifth grade levels. It is a state of the art facility with one science and one math labs for intermediate and primary grade levels, 3 computer labs, school-wide broadcasting system capability, 3 mobile carts, a SmartBoard in each classroom, and chromebooks, laptops, and iPads for students to be used in the classrooms are a few of the modern features of this 21st century school. The Professional Learning Communities, Teamwork, and Feeder Pattern are hallmarks at this school. Approximately 96% of our student population is Hispanic, 2.5% African American, 0.3 % White, and 0.4% are Asian or American Indian, 56.4% are considered LEP, 92.4 % of our students are economically disadvantaged and are on free or reduced lunch, and 6.2 % are served by Special Education. The at-risk number is at 61% and Mobility Rate is 7.3%. Our professional staff is 76.2% teachers, 6.3% professional support, 4.8% school leaders/administration, and 12.7% educational aides. The Average Years of Experience of Teachers is 5.3 years and 12.5% has a Master's Degree. Moreno School-Based Programs are: Transitional Bilingual Program and Vanguard Neighborhood/GT Program. In Special Education, we serve students with special needs in the ECSE Program, Skills for Learning and Living (SLL), Resource, and Speech Therapy Programs.

Since we opened in 2005 Moreno attendance has been consistently high. We have in place a school wide attendance plan and reward system by classroom and grade level that supports Moreno on maintaining our attendance percentage above 98%. In year 2018 – 2019 our attendance rate was 98.7%, in year 2019 - 2020 our attendance rate was 98.5%, and last school year 2020-2021 our attendance was 97.8%.

Moreno community sits on the edge of Aldine and it has been quite stable in steady enrollment increase. This has allowed for continuous learning within the low socioeconomic community. The charter schools continue to be a challenge and thus our quest is to continue 21st century programs.

Demographics Strengths

This school year we will focus and devote more strategies and best practices to all content areas in all grade levels but especially the identified needs subjects, Reading, Writing, Math, and Science, the ESL program and ELLs and also all our special subgroups including our special needs students and economically disadvantaged group. All of our student groups have continued to make strong progress in Math including our Hispanic, African American, Special Education, and our economically disadvantaged groups. We have closed the gap with our Economic Disadvantaged population with a Domain 3 Scaled Score of 90. We will implement a more rigorous and consistent Intervention Assistance Plan to target our low performance students, as universal screeners indicate.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The percentage of ELLs who are not being as successful as their English counterparts. **Root Cause:** ELLs transition from Spanish to English. Not all Teachers have been trained in Literacy Routines such as Sheltered Instruction.

Problem of Practice 2: Overage students and retention of newcomers. **Root Cause:** New comers don't have enough exposure to English and the US academic environment.

Problem of Practice 3: Integration of cultural background of recent Central American immigration. **Root Cause:** The number of families with different cultural background has increased.

Problem of Practice 4: As new students are enrolled, the perception is that all students are familiar with practice of routines, school life etc... **Root Cause:** Different patterns of mobility, levels of schooling etc..different groups from countries that have political and war strife.

Student Learning

Student Learning Summary

The data used for our needs assessment is derived directly from the results of our STAAR Performance, TEA Accountability tables, A4E, data from PEIMS, OnTrack, and HISD Student Information System. All the work is grounded in the concepts of professional learning communities.

Student Learning Analysis. The school year 2016 – 2017, we earned Met Standard Rating and 4 Distinction Designation, Academic Achievement in Mathematics, Academic Achievement in Science, Closing Performance Gaps, and Postsecondary Readiness. In school year 2017 – 2018, we earned Met Standard Rating and 5 Distinction Designation, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The school year 2018 – 2019, we earned Met Standard Rating, and 6 Distinction Designation, ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The school year 2019 - 2020 due to Covid-19 pandemic, STAAR state testing was waived, therefore no STAAR data is available for school year 2019-2020. Last school year 2020-2021, 77% of our students in 3rd, 4th, and 5th grade participated in STAAR testing, and according to TEA report the Raw Component Score in Student Achievement is 42 and in School Progress/Relative Performance is 42, the Closing the Gaps % of Indicators Met is 50% in Academic Achievement Status and 57% in Student Success Status.

Our goal for the 2021-2022 school year is to earn TEA Met Standard Rating, obtain a high percentage of students who Meets and Masters Grade Level Standard, and gain Distinction Designations. In year 2021 the percentages of students who Meets Grade Level Standard in the four tested subjects are 38% in Reading, 42% in Math, 56% in Science, and 23% in Writing. These past years, we focused on EL and At Risk students, and the transition of the EL. We will continue working with these groups, the newcomers, our Sp. Ed. students, and our students reading below grade level on preparing them for the increased rigor of the STAAR test. For any student in 3rd, 4th, and 5th grade who did not pass STAAR or the TEA BOY assessment, accelerated instruction will be provided according to the guidelines set forth in HB4545.

Student Learning Strengths

This school year we will focus and devote more strategies and best practices to all content areas in all grade levels but especially the identified needs subjects, Reading, Writing, Math, and Science, the ESL program and EL students, and also all our special subgroups including our special needs students and economically disadvantaged group.

Strengths in science as evidenced in the STAAR results. Strengths in TELPAS as evidenced in the number of students who grow at least one level in one domain.

All of our student groups will continue making progress in Reading, Math, and Science including our Hispanic, African American, Special Education, and our economically disadvantaged groups. We will close the gap with our Economic Disadvantaged population by increasing the Domain 3 Scaled Score. We will implement a more rigorous and consistent Response to Intervention plan to target Tier 2 and Tier 3 students using data from universal screeners and other formative assessments.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): At Moreno Elementary, after careful data analysis and according to data from year 2020-2021, we have identified that our Meets/Masters numbers have decreased compared to year 2018-2019. After drilling down to pinpoint the root cause, the following was identified: **Root Cause:** The number of identified GT students has decreased.

Problem of Practice 2 (Prioritized): Designated Supports and Accommodations for ELLs and Special Ed. students are not sufficiently implemented. **Root Cause:** Students need more training and practice to be able to implement designated supports and accommodation in class and testing. Monitoring and a consistent schedule to follow the implementation of Designated Supports and Accommodations.

Problem of Practice 3: Integration of cultural background of recent Central American immigration. **Root Cause:** The number of families with different cultural background has increased.

Problem of Practice 4: As new students are enrolled, the perception is that all students are familiar with practice of routines, school life etc... **Root Cause:** Different patterns of mobility, levels of schooling etc..different groups from countries that have political and war strife.

School Processes & Programs

School Processes & Programs Summary

We have continued to keep a school-wide curriculum map for Math and kept very consistent common assessment data to track the progress of all students on a consistent calendar. In addition, our vertical teams have worked to communicate gaps, share tutorial teams, materials, and resources. Rice RUSMP Math Coaching for the 5th year, problem solving, Imagine Math, DreamBox, Education Galaxy, and use of manipulatives have also yielded good results. We will implement specialists and make use of daily intervention for our identified Tier 2 and Tier 3 students.

We will implement and continue to use STEMSCOPES and Science hands-on activities in all grade levels.

In Reading and Writing we will implement a more rigorous school-wide Moreno Literacy Plan. We will have a dedicated Writing Specialist once a week to support teachers in the classroom. Guided Reading, Imagine Literacy, Abydos, Renaissance 360, MyOn, Education Galaxy, Saxon Phonics, iStation program, Accelerated Reader, Neuhaus, Daily 5, Cafe, the HUB, Running Records, and Thinking Maps are resources to be used in the classroom. Science and Social Studies are key content areas to address in our Literacy Plan. This school year ELs transition will continue to receive special attention, and grades 3-5 Reading and 4th grade Writing needs will be addressed consistently. Empowering Writers, Wits, Writing Workshop will continue to be an important piece in our writing plan to support writing for our 4th graders.

We continue implementing Renaissance Learning Star 360 Reading and Math universal screener and will analyze data as part of the formative assessment process. We will continue analyzing and tracking data systematically especially for our Tier 2 and Tier 3 students in Renaissance 360, OnTrack, and iStation.

We will implement a rigorous instruction day by day and the strategies/tools learned in the Literacy By 3, Guided Reading Training, PLI, and 2013 Summer Rigor Institute, I-3 and I-4 from TADS. We have Professional Learning Communities (PLCs) within our school. The PLCs are conducting sessions on vertically aligning and horizontally planning our curriculum, and providing an improved learning environment.

Implementation and use of technology in the classroom will be a key component for daily instruction in all grade levels. Teachers will plan and present daily instruction using researched-based programs, and school and district digital resources. Moreno students will continue their learning supported with the use of technology.

Through project based learning and Renzuli, we will serve the needs of students at or above grade level and identified GT.

This year we will continue implementing at Moreno the Philosophy of Community Based Schools, Wraparound Services, Houston ISD Literacy by 3 and Social Emotional Learning (SEL). Moreno Elementary will provide family events throughout the school year where wrap around services will be provided to community. We will bring programs for parents such as Lone Star Legal Aid, Communities in Schools of Houston, UT Physicians Community Health and Wellness, Gateway to Care, YMCA, and Parent University. We will collaborate with the Houston Food Bank to provide BACKpack Buddies, Mobile Food Truck, and Brighter Bites for our families.

Our RTI process and IAT will be implemented consistently school wide.

Our goal for this school year is to earn Met Standard Accountability Rating, increase the three domains rate value by increasing the percentage of students at Meets Grade Level Standard and the percentage of students at Masters Grade Level in Reading, Math, and Science, and earn Distinction Designations from TEA.

School Processes & Programs Strengths

In spite of the COVID disruption Moreno has continued with several of the processes and programs that we have put in place, we modified them as needed implementing the use of technology, and we added new processes and programs based on current needs. These processes and programs are based on HISD curriculum: a school-wide curriculum map for Math and a rigorous school-wide Moreno Literacy Plan, common assessments data to track the progress of all students on a consistent calendar; implementation of a variety of

district and school researched-based programs for reading, math, writing, science and social studies. We also continue with Rice RUSMP Math Coaching for the 5th year; a dedicated Writing Specialist once a week to support teachers in the classroom, daily intervention for our identified Tier 2 and Tier 3 students, a Wrap-around specialist. We continue implementing Renaissance 360 Reading and Math universal screener. Our RTI process and IAT will be implemented consistently school wide. The school based GT program will be implemented through Renzuli and project based teaching.

The Philosophy of Community Based Schools, Wraparound Services, Houston ISD Literacy by 3 and Social Emotional Learning (SEL). Moreno Elementary will provide family events throughout the school year where wrap around services will be provided to community.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): At Moreno Elementary, after careful data analysis and according to data from year 2020-2021, we have identified that our Meets/Masters numbers have decreased compared to year 2018-2019. After drilling down to pinpoint the root cause, the following was identified: **Root Cause:** The number of identified GT students has decreased.

Problem of Practice 2 (Prioritized): Designated Supports and Accommodations for ELLs and Special Ed. students are not sufficiently implemented. **Root Cause:** Students need more training and practice to be able to implement designated supports and accommodation in class and testing. Monitoring and a consistent schedule to follow the implementation of Designated Supports and Accommodations.

Problem of Practice 3: Students and staff have suffered regression, gaps in academics and social/emotional areas. **Root Cause:** Schools closure due to Covid-19, inclement weather/winter storm, economic downturn, families mobility.

Problem of Practice 4: Consistency in training and implementation due to staff pd. **Root Cause:** Staff is being trained on new compliance items. Need consistency in basic teacher techniques/programs, resources

Problem of Practice 5: Integration of cultural background of recent Central American immigration. **Root Cause:** The number of families with different cultural background has increased.

Problem of Practice 6: As new students are enrolled, the perception is that all students are familiar with practice of routines, school life etc... **Root Cause:** Different patterns of mobility, levels of schooling etc..different groups from countries that have political and war strife.

Perceptions

Perceptions Summary

At Moreno Elementary since we opened in 2005 Moreno attendance has been consistently high. We have in place a school wide attendance plan and reward system by classroom and grade level that supports Moreno on maintaining our attendance percentage above 98%. In year 2018 – 2019 our attendance rate was 98.7%, in year 2019 - 2020 our attendance rate was 98.5%, and last school year 2020-2021 our attendance was 97.8%. All the race/ethnicity groups and student groups have a consistent attendance that yields positive effect on Moreno high attendance rate every year. A dedicated instructional leadership team, well rounded to insure that we strive to maintain and/or improve our student attendance in every classroom and school wide.

In regards to behavior and disciplinary patterns, Moreno ISS and OSS rate has always maintained 0% or below 0.1%. A school and classroom behavior and anti-bullying program is implemented school wide. Parent's commitment support teachers to implement discipline plan in the classroom.

Administration puts highly qualified teacher in every classroom with proper credentials and certification necessary to provide a high quality education. This school year 2021-2022 we have six new teachers, the new teachers have been assigned a highly effective mentor teacher with successful track record.

Moreno community sits on the edge of Aldine and it has been quite stable in steady enrollment increase. This has allowed for continuous learning within the low socioeconomic community. Our webmaster keeps our school website current with most recent events, news, links for parents and students, teacher websites and other resources, Twitter, Instagram, and school Facebook are being used to maintain our community informed

Perceptions Strengths

In regards to positive feedback from stakeholders and parents, the student-focused, hard-work, and perseverance ethics, every year we continue serving our students, parents, and all Moreno community with the highest standards in academics, communication, and social service. In year 2016-2017, Moreno Elementary was recognized as a Gold Certified Family Friendly School. Moreno Elementary makes it a high performing elementary campus. Good communication with all of our community has been very effective. A PAC at Moreno Elementary has been very active and meetings once a month have been very well attended in previous years before Covid-19, this school year we plan to continue with this parents PAC committee. Our teachers each have a parental involvement plan that addresses meeting the parent's needs. Our SDMC has also been very effective and has resulted in good collaboration with all stakeholders, and we have achieved many activities via all these methods.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Integration of cultural background of recent Central American immigration. **Root Cause:** The number of families with different cultural background has increased.

Problem of Practice 2: As new students are enrolled, the perception is that all students are familiar with practice of routines, school life etc... **Root Cause:** Different patterns of mobility, levels of schooling etc..different groups from countries that have political and war strife.

Priority Problems of Practice

Problem of Practice 1: At Moreno Elementary, after careful data analysis and according to data from year 2020-2021, we have identified that our Meets/Masters numbers have decreased compared to year 2018-2019. After drilling down to pinpoint the root cause, the following was identified:

Root Cause 1: The number of identified GT students has decreased.

Problem of Practice 1 Areas: Student Learning - School Processes & Programs

Problem of Practice 2: Designated Supports and Accommodations for ELLs and Special Ed. students are not sufficiently implemented.

Root Cause 2: Students need more training and practice to be able to implement designated supports and accommodation in class and testing. Monitoring and a consistent schedule to follow the implementation of Designated Supports and Accommodations.

Problem of Practice 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing in reading and writing at or above grade level as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The percentage of all 3rd - 5th grade students at the Meets Grade Level Standard will increase by 5% from 38% to 43% as measured by 2022 STAAR Reading test.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of students reading at/above grade level will increase by 5% from BOY to EOY as measured by Renaissance 360 screener and the Texas Kindergarten Entry Assessment (TX-KEA) Evaluation Data Sources: Reading screener Renaissance 360, Running Records Data, Imagine Reading Reports, and Anecdotal Notes HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Implementation of guided reading and literature circle with fidelity

Strategy's Expected Result/Impact: The number of students reading at/above grade level will increase.

Staff Responsible for Monitoring: Administration, Teachers, Teacher Specialist, Teaching Assistants

Action Steps: Professional development will be given to all teachers based on need i.e. new teachers or teachers new to the grade level will get a comprehensive course on how to do guided reading or literature circles and returning teachers will get a review course on how to do guided reading or literature circles. These courses will be offered by the Moreno teacher specialist and/or district TDS

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students in Kinder - 2nd grade who meet standard in the HFWE assessment will increase from BOY to EOY assessment by 5%. Evaluation Data Sources: HFWE reports from OneSource. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Explicitly teach the word and provide practice opportunities as homework and in the classroom.

Strategy's Expected Result/Impact: Percentage of students who meet expectations will increase at every administration of the HFWE.





Staff Responsible for Monitoring: Administration, Teachers, Teacher Specialist, Teaching Assistants.

Action Steps: Teachers will identify from HISD curriculum and other sources games and activities to teach HFW. These will be included in lesson plans.

Board Goal 1: ELAR The percentage of 3rd grade students performing in reading and writing at or above grade level as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: The percentage of all 3rd - 5th grade students at the Masters Grade Level Standard will increase by 6% from 19% to 25% as measured by 2022 STAAR Reading test.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of students reading at/above grade level will increase by 5% from BOY to EOY as measured by Renaissance 360 screener and the Texas Kindergarten Entry Assessment (TX-KEA) Evaluation Data Sources: Reading screener Renaissance 360, Running Records Data, Imagine Reading Reports, and Anecdotal Notes HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Implementation of researched-based programs such as Imagine Literacy and iSation for students in Tier II and Tier II will be implemented consistently.

Strategy's Expected Result/Impact: The percentage of students in Tier II and Tier III level will decrease.

Staff Responsible for Monitoring: Classroom Teachers, Admin Team, Teacher Specialist.

Action Steps: BOY, MOY, and EOY Renaissance 360 reports

Progress Monitoring Screener for Tier II and Tier III students following district assessment calendar.





Use of Interventions in the classroom for students in Tier II/90 minutes and for students in Tier III/120 minutes.

Tracking of progress for Tier II and Tier III students

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH The percentage of all 3rd - 5th grade students at the Meets Grade Level Standard as measured by 2022 STAAR Math will increase by 6% from 42% to 48%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of students Math performing at/above grade level will increase by 3% from BOY to EOY as measured by Renaissance 360 Math screener. Evaluation Data Sources: Renaissance 360, OnTrack and Imagine Math reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers in K-5th grade will meet in PLC to complete a data dig using formative assessment reports from Renaissance 360, OnTrack, and Imagine Math programs. Teachers will use the data to identify the Math TEKS that have been the most difficult to teach and learn for the students at Moreno and will plan interventions/instruction for Tier 2 and Tier 3 students.

Strategy's Expected Result/Impact: The number of students performing in Math at/above grade level will increase as measured by Renaissance 360 Math screener.

Staff Responsible for Monitoring: Administration Team, Teachers, Teacher Specialists

Action Steps: Teachers in K-5th will implement use of manipulatives, hands-on activities, and best practices during Math classes.

Teachers will attend through the year the professional development sessions from Rice Program and will implement plan, activities, and guidance provided by instructor.

Strategy 2: 100% of 3rd to 5th grade teachers will identify and target hard to teach and master TEKS.





Strategy's Expected Result/Impact: The number/percentage of students 3-5 will show progress in Math TEKS mastery.

Staff Responsible for Monitoring: Administration Team and classroom teachers.

Action Steps: Teachers in K-5th grade will meet in PLC to complete a data dig using summative assessments from 2019 and 2021. They will use the data to identify the TEKS that have been the most difficult to teach and learn for the students at Moreno. They will also identify the TEKS that have been highly tested on the STAAR. Mastery of the TEKS will be addressed through interventions as per HB4545.

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 2: MATH The percentage of all 3rd - 5th grade students at the Masters Grade Level Standard as measured by 2022 STAAR Math will increase by 6% from 24% to 30%.

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of students Math performing at/above grade level will increase by 3% from BOY to EOY as measured by Renaissance 360 Math screener. Evaluation Data Sources: Renaissance 360, OnTrack and Imagine Math reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers in K-5th grade will meet in PLC to complete a data dig using formative assessment reports from Renaissance 360, OnTrack, and Imagine Math programs. Teachers will use the data to identify the Math TEKS that have been the most difficult to teach and learn for the students at Moreno and will plan interventions/instruction for Tier 2 and Tier 3 students.

Strategy's Expected Result/Impact: The number of students performing in Math at/above grade level will increase as measured by Renaissance 360 Math screener.

Staff Responsible for Monitoring: Administration Team, Teachers, Teacher Specialists

Action Steps: Teachers in K-5th will implement use of manipulatives, hands-on activities, and best practices during Math classes.

Teachers will attend through the year the professional development sessions from Rice Program and will implement plan, activities, and guidance provided by instructor.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The percentage of students 3-5 performing at or above grade level in Domain 1 Student Achievement will increase 6 points from 42% in school year 2020-2021 to 48% for school year 2021-2022 STAAR reports.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of 5th grade students in the Meets Grade Level standard or above will increase by 5% from 56% to 61% as measured by the 2022 STAAR Science. Evaluation Data Sources: TEA Accountability STAAR reports 2022 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Teachers in K-5th will check-out FOSS kits to use in hands-on Science lessons

Strategy's Expected Result/Impact: Students in 5th grade increase mastery of Science TEKS

Staff Responsible for Monitoring: Principal, Administration Team, 5th grade teachers





Action Steps: Inventory FOSS kits and replenish consumables. Set up a schedule for weekly inventory and replenishing of FOSS kits that are checked out. Set up a system for checking out and returning the FOSS kits

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 2: SCHOOL PROGRESS The percentage of students 3-5 performing at or above grade level in all subjects as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 39% in school year 2020-2021 to 44% for school year 2021-2022 STAAR reports.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of 3-5 students reading at/above grade level will increase by 3% from BOY to EOY as measured by Renaissance 360 screener. Evaluation Data Sources: Renaissance 360 and OnTrack reports. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implementation of guided reading and literature circle with fidelity

Strategy's Expected Result/Impact: The number of students reading at/above grade level will increase.

Staff Responsible for Monitoring: Administration, teachers, and teacher specialists.





Action Steps: Professional development will be given to all teachers based on need i.e. new teachers or teachers new to the grade level will get a comprehensive course on how to do guided reading or literature circles and returning teachers will get a review course on how to do guided reading or literature circles. These courses will be offered by the Moreno teacher specialist and/or district TDS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: The percentage of all Special Education 3rd - 5th grade students at the Meets Grade Level Standard or Above will increase by 5 points from 26% to 31% in Reading as measured by 2022 STAAR Performance Data Table.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of Special Education students reading at/above grade level will increase by 3% from BOY to EOY as measured by Renaissance 360 screener. Evaluation Data Sources: Renaissance 360 Reading reports and OnTrack reports. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implementation of guided reading and literature circle with fidelity

Strategy's Expected Result/Impact: The number of Special Education students reading at/above grade level will increase.

Staff Responsible for Monitoring: Administration and Special Education teachers.

Action Steps: Special Education teachers will be trained on guided reading and literature circle.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE The percentage of student's attendance will increase from 97.8 school year 2020-2021 to 98% in school year 2021-2022 as measured by TEA in the Moreno Accountability report.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Strategy 1: Implementation of school-wide attendance plan. Wraparound specialist will assist.

Strategy's Expected Result/Impact: The percentage of students attendance for a grading cycle in 2021-2022 will increase compared to the same grading cycle in 2020-2021

Staff Responsible for Monitoring: Principal, Administration Team, Classroom Teachers, Wraparound specialist, SIMS clerk.

Action Steps: Implement and monitor school wide and classroom attendance plan.
Monitor class and school wide attendance rate running reports from PowerSchool Pro.
Identify students with an excessive number of absences, find and prevent cause.

Title I Schoolwide Elements: 2.5, 2.6, 3.1

Strategy 2: School will implement a schoolwide distribution of prizes and recognize students that returning to school and have a consistent record of school attendance.

Strategy's Expected Result/Impact: Schoolwide attendance increase, individual students that have high absences, will have

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE The percentage of In School Suspension (ISS) and Out of School Suspension (OSS) will be less than 0.1% during school year 2021 - 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: The percentage of students referred to administration for behavior problems will maintain at 0.1% or less Evaluation Data Sources: Power Teacher Pro, Moreno Discipline Data, School Discipline Report		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>					

Strategy 1: Classroom, grade level, and school-wide conduct plans will be implemented in a daily basis throughout the year.

Strategy's Expected Result/Impact: Maintain or reduce the number of student's discipline referrals to less than 0.1%.

Staff Responsible for Monitoring: Principal, Admin Team, Teachers, Teacher Assistants.

Action Steps: Classroom, grade level, and school-wide conduct plans will be developed in PLCs and implemented throughout the school year in all classes and school settings.

Title I Schoolwide Elements: 2.5, 2.6

Strategy 2: Training with new SEL resources, wraparound specialist and materials.

Strategy's Expected Result/Impact: Teachers, parents, and scholars will continue to improve their social, emotional well being and their academic school success.

Staff Responsible for Monitoring: Principal, Admin. Team, Wraparound specialist, and teachers.

Action Steps: 1. Training in CPI, SEL strategies, resources.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION Between the beginning and end of the school year--during which time the bullying prevention program is implemented--student self-reports of school-based bullying incidents will be less than 5%.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: 100% of teachers and staff will complete professional development on bullying , child abuse, and suicide. Evaluation Data Sources: OneSource district website, and teacher's printed certificates		Formative			Summative
		Nov	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>					

Strategy 1: Teachers and staff complete online mandatory trainings: bullying, child abuse, and suicide.

Strategy's Expected Result/Impact: The number of bullying reports will decrease.

Staff Responsible for Monitoring: Principal, Admin Team, teachers, and staff.

Action Steps: All teachers and staff will complete Anti-bullying, child abuse, and Suicide training on OneSource by end of September 2021

Title I Schoolwide Elements: 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION The percentage of all Special Education 3rd - 5th grade students at the Meets Grade Level Standard or Above will increase by 5 points from 32% to 37% in All Subjects as measured by 2022 STAAR Performance Data Table.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers of special education students will identify and target weak objectives Evaluation Data Sources: Ontrack, A4E, teacher made assessments reports. IEPs, Summative Data Reports,	Formative			Summative
	Nov	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>				

Strategy 1: Special education team will analyze data to enhance IEP and develop intervention strategies.

Strategy's Expected Result/Impact: TEKS mastery increases for Sp. Ed. students

Staff Responsible for Monitoring: Principal, Admin TEAM, Sp. Ed. Chairperson, and Sp. Ed. Teachers.

Action Steps: Special Education Team will print IEP for every student. These IEPs will be made available to the respective teachers. Teachers will print test results from different assessments including STAAR, STAAR ALT, Ren 360, Imagine reading and math.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. The percentage of 3rd-5th grade Special Populations students at the Meets Grade Level or Above will increase by 5% from 38% to 43% in ELA/Reading, and from 42% to 47% in Math as measured by 2022 STAAR Domain 3 Closing the Gaps report.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers in K-5 will write lesson plans incorporating the ELPS and Literacy Routines Evaluation Data Sources: Incorporation of ELPS and Literacy Routines is evident in weekly lesson plans. HB3 Board Goal	Formative			Summative
	Nov	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>				

Strategy 1: Teachers will identify the ELPS in the HISD curriculum documents and will align them to the TEKS

Strategy's Expected Result/Impact: Special Population student's TEKS mastery will increase

Staff Responsible for Monitoring: Principal, Admin Team, and Classroom teachers

Action Steps: Teachers in K-5 will collaborate and write lessons weekly that integrate language objectives with academic objectives

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT 85% of families will attend one of four school wide events and will access at least one agency or resource measured by the Parent Involvement Interim report.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 90% of parents will attend a curriculum and testing grade level/class meeting Evaluation Data Sources: Parent Contact Logs and School/Class Attendance Logs.	Formative			Summative
	Nov	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>				

Strategy 1: Summative assessments and the different platforms on the HUB will be explained to parents using a powerpoint and Q&A session.

Strategy's Expected Result/Impact: Parent involvement in their child's education will impact positive testing outcomes.

Staff Responsible for Monitoring: Principal, Admin Team, and classroom teachers.

Action Steps: Announce all events on the school Class Dojo and Remind App. Teachers will announce events on their weekly newsletter. Moreno will send home a monthly calendar with all events listed. A School Messenger will be sent to parents announcing school events.

Title I Schoolwide Elements: 3.2

Board Goal 5: N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Guadalupe Reyna Estimated number of students to be screened: 656 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ms. Reyna, School Nurse, will review and entry immunization data for 100% of students and will complete reporting requirements on or before October 22, 2021.

Strategy's Expected Result/Impact: Immunization report data shows 100% complete.

Staff Responsible for Monitoring: School Nurse, SIMS clerk, principal.

Action Steps: The School Nurse will review Immunization card for all new students and will contact parents of students who are missing shots until shots are administered. The School Nurse will entry Immunization data into Student Information System and will run reports for 100% complete data.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Guadalupe Reyna Estimated number of students to be screened: 450 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The School Nurse will develop a calendar to complete a vision screening for all students in PK, K, 1, 3, and 5th grades and she will entry the data into SIS Power School by or before December 10, 2021.

Strategy's Expected Result/Impact: 100 % of students in PK, K, 1, 3, and 5 grade have a vision screening completed by December 10, 2021.

Staff Responsible for Monitoring: Principal, SIMS clerk and School Nurse.

- Action Steps:** 1. Identify students in Pk, K, 1, 3, and 5th grade
2. Conduct a Vision screening for students in PK, K, 1, 3, and 5th grade on or before December 10, 2021
3. Entry Vision Screening Data into SIS by December 10, 2021

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Guadalupe Reyna Estimated number of students to be screened: 450 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The School Nurse will develop a calendar to complete a hearing screening for all students in PK, K, 1, 3, and 5th grades and she will entry the data into SIS Power School by or before December 10, 2021.

Strategy's Expected Result/Impact: 100 % of students in PK, K, 1, 3, and 5 grade have a hearing screening completed by December 10, 2021.

Staff Responsible for Monitoring: Principal, school nurse, and SIMS clerk

- Action Steps:** 1. Identify students in Pk, K, 1, 3, and 5th grade
2. Conduct a Hearing screening for students in PK, K, 1, 3, and 5th grade on or before December 10, 2021
3. Entry Hearing Screening Data into SIS by December 10, 2021

Title I Schoolwide Elements: 2.6

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Guadalupe Reyna Estimated number of students to be screened: 330 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The School Nurse will develop a calendar to complete a diabetes screening for all students in 1, 3, and 5th grade and she will entry the data into SIS Power School by or before December 10, 2021.

Strategy's Expected Result/Impact: 100% of students in 1, 3, and 5 grade are screened for diabetes on or before December 10, 2021

Staff Responsible for Monitoring: Principal, School Nurse, and SIMS clerk

- Action Steps:** 1. Identify students in 1, 3, and 5th grade
2. Conduct a Diabetes screening for students in 1, 3, and 5th grade on or before December 10, 2021
3. Entry Diabetes Screening Data into SIS by December 10, 2021 or before

Title I Schoolwide Elements: 2.6

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Action Steps: N/A

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: The School Nurse will identify and document all Moreno students with but not limited to diabetes, seizures, and life threatening anaphylaxis who have emergency care plan and need medication administration for the school year 2021-2022.

Strategy's Expected Result/Impact: 100 % of students with an emergency care with medication administration are identified by the school nurse for the school year 2021-2022.

Staff Responsible for Monitoring: Principal, school nurse, and SIMS clerk

Action Steps:

1. Identify students enrolled at Moreno Elementary with but not limited to diabetes, seizures, and life threatening anaphylaxis who have emergency care plan and need medication administration
2. Gather medical information needed from doctors.
3. Get Parents form for Medication Administration for student identified
4. If medication is administered at school, get medication from parent and store and keep it safe in nurse's office to be administered following doctor's orders.

Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: A company is hired to monitor and maintain school AED operable and functional.

Strategy's Expected Result/Impact: AED will maintain operational

Staff Responsible for Monitoring: School Nurse

Action Steps: Company is hired to maintain AED operable

Company uses data to monitor AED, replace batteries as needed, maintain school nurse and coaches password updated.

School nurse and coaches are trained in how to operate AED


Board Goal 5: N/A - Additional Campus Goals


Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)


The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.


Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: A Coordinated School Health Program with parental involvement will be implemented school wide to prevent obesity, cardiovascular disease, and Type 2 diabetes

Strategy's Expected Result/Impact: The number of students identified with obesity, cardiovascular disease, and Type 2 diabetes will be maintained to a minimum.

Staff Responsible for Monitoring: Principal, Admin Team, School Nurse, Wraparound specialist

Strategy 2: The school nurse and the PE coaches will promote physical activity

Strategy's Expected Result/Impact: Increase student's physical activity

Staff Responsible for Monitoring: Principal, Admin Team, School nurse, and PE coaches

Action Steps: Identify at-risk students, increase their physical activity, and refer them to a doctor if needed

Title I Schoolwide Elements: 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable) N/A

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	2	1	2	Training with new SEL resources, wraparound specialist and materials.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	2	1	1	Teachers in K-5th grade will meet in PLC to complete a data dig using formative assessment reports from Renaissance 360, OnTrack, and Imagine Math programs. Teachers will use the data to identify the Math TEKS that have been the most difficult to teach and learn for the students at Moreno and will plan interventions/instruction for Tier 2 and Tier 3 students.
5	2	1	2	Training with new SEL resources, wraparound specialist and materials.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	2	1	2	Training with new SEL resources, wraparound specialist and materials.

State Compensatory

Budget for 359 Moreno Elementary School

Total SCE Funds: \$79,932.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Moreno will utilize funds to pay teachers for extra duty pay for tutorials. Also, reading materials for literacy and guided reading will part of what we will implement funds for. In addition we will purchase testing materials for scholars to review. And finally supplies for scholars will purchased for classroom for all classes and for tutorials and interventions.

Personnel for 359 Moreno Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Morton, Katherine Jane	Tchr, Kindergarten	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by parents, teachers, administrators, and stakeholders.

All data reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for this school year. This school year based on Moreno's identified needs, we will focus and devote more strategies and attention to all content areas in all grade levels but especially in Writing and Reading, the ESL program and ELs, all our special subgroups including our special needs students and economically disadvantaged group. We will also maintain or increase our performance in all subjects to increase Domain 1: Student Achievement.

Moreno will add to the Needs assessment the compliance of HB4545 and the new requirements for HB 3.

Moreno will focus on the parent component, Teacher PD, and student intervention focus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including

teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: participating in school events and providing grants/material for students and teachers.

Parent surveys, Coffee with Principal, Superintendent community meetings, written surveys for business and community stakeholders will be our primary outreach group.

The school will continue to make regular updates, improvements, and revisions to our plan as the year and needs arise.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

1. Weekly PLCs meetings by grade level and department
2. Admin meetings with grade level/department teacher
3. Admin Team meetings for planning, monitoring, and implementation of strategies funded through Title 1
4. Consistent Data Tracking of student's progress
5. School surveys, community meetings, Coffee with principal electronic surveys/paper surveys will be our main focus.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- * Online version on the campus website
- *Available at the campus for review

Staff members have access and can make available to all parents.

The SIP was made available to parents by:

- *Campus Website
- *Disseminated schoolwide to parents as a hard copy

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Data driven and differentiated instruction
2. School wide instructional plans by subject
3. Use of Research-based instructional material and programs
4. Planning Guides and Staff Development
5. A certified staff member in place in every classroom.
6. Regular intervention/ Tutorials available
7. Enrichment opportunities
8. Technology/ latest devices available to all
9. Differentiated instruction
10. Digital platforms that will accelerate or assist and remediate.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

1. Extended learning: After school and Saturday tutorials for Tier 2 and Tier 3 students
2. Pullouts for intervention during the school day
3. Research-based programs
4. High quality evidence based PD for teachers (Thinking Maps, Abydos, Rice RUMSP, Sheltered Instruction, Literacy Essentials)
5. Lesson planning
6. Use of technology and other available resources
7. SEE ABOVE ALL in place

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each

student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs: interventions and individual data tracking
- Digital platforms
-

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Erica Hernandez
- Title 1 Coord. - Ilsa A. Villarreal
- Teacher - Elizabeth Mulkins
- Principal - Adriana Castro

The PFE was distributed

- On the campus website
- Parent meeting
- Schoolwide dissemination

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Ongoing communication through fliers, school website, teacher-parent conferences, student daily folder, weekly/monthly classroom and/or grade level newsletter, quarterly school newsletter, School Messenger, etc.
- Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open House, Meet the TEacher, Monthly "Coffee with the Principal" parental meeting, and parents training are offered through the year
- Volunteer opportunities for VIPs such as school wide events, field lessons, classroom helper, etc.
- Social Media such as Twitter, Facebook, Instagram, Class Dojo, and Remind
- Coffee with Principal and Training

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

FALL SEMESTER

Training 1A - Wednesday, October 27th 8:30 a.m.

Training 1B – Thursday, October 28th 12:30 p.m.

Training 2A - Wednesday, November 17th 8:30 a.m.

Training 2B- Thursday, November 18th 12:30 p.m.

SPRING SEMESTER

Training 3A - Wednesday, January 26th 8:30 a.m.

Training 3B - Thursday, January 27th 12:30 p.m.

Training 4A- Wednesday, February 23rd 8:30 a.m.

Training 4B - Thursday, February 24th 12:30 p.m.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
none	none	none	none

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Adriana Castro	Principal
Classroom Teacher	Laura Barroso	Teacher
Classroom Teacher	Alfredo Villarreal	Teacher
School-Based Staff Member	Irma Garza	School-Based Staff Member
Parent	Ericka Hernandez	Parent
Community Representative	Hector Menchaca	Community Member

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In Person	Literacy/Math Essentials	Handouts	Goal 1 ELAR, Goal 2 Math
Aug. 17	In Person	Writing/Abydos/Instructional Expectations	Manual/PowerPoint	Goal 1 ELAR, Goal 3 School Progress, Goal 4 Closing the Gaps
Aug. 18	At school	Teacher Work Day	n/a	
Aug. 19	TEAMS/online	HISD Job Alike Day	Videos/PowerPoint/TEAMS platform	Goal 1 ELAR, Goal 2 Math, Goal 3 School Progress, Goal 4 Closing the Gaps
Aug. 20	In Person	Thinking Maps/RUSMP Rice Program	Thinking Maps Binder/PowerPoint	Goal 1 ELAR, Goal 2 Math, Goal 3 School Progress, Goal 4 Closing the Gaps
Sept. 17	In Person	Abydos/HB4545	Abydos Manual	Goal 1 ELAR, Goal 3 School Progress, Goal 4 Closing the Gaps
Oct. 4	In person	Abydos/Data/IAT	Abydos Manual	Goal 1 ELAR, Goal 3 School Progress, Goal 4 Closing the Gaps
Feb. 21	In person	Abydos/Lead4Ward	Abydos Manual	Goal 1 ELAR, Goal 3 School Progress, Goal 4 Closing the Gaps

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

SIP APPROVAL 2021-2022

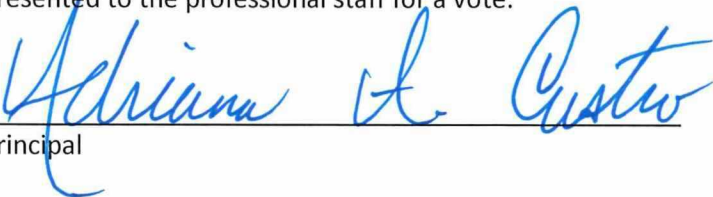
School Name and Campus #: Joe E Moreno Elementary School

Principal Name: Adriana A Castro

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9-17-2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9-28-2021
Date

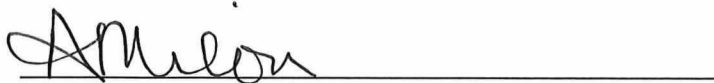
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


9-28-21
Date


SDMC Teacher Representative

9/28/21
Date


School Support Officer/Lead Principal

9/28/21
Date


Area Office Superintendent

9-24-21
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date