

El Paso Independent School District

Moreno Elementary School

2023-2024 Improvement Plan



Mission Statement

Moreno Elementary School and its community will meet the individual needs of all students by creating a positive learning environment with high expectations of academics, safety, and social-emotional well-being.

Vision

Moreno's teachers and staff will set high expectations for student learning and provide them with the knowledge and skills needed to be applied in real-life experiences.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Moreno currently offers an after-school program through the parks and recreation to provide those parents who need some support till they are out of work. During the school year we offer additional programs to students in grades 3rd through 5th grade such as robotics, student ambassadors, Dolphin News crew, bucket band, and choir. This year with the support of the district we will be offering intramural programs for students in grades 4th and 5th. Most teachers are not on board with sponsoring after school events especially if it entails that they stay past their duty time. There is currently no true connection between the after school programs we currently provide and academics.

98% of Moreno students come from an economically disadvantage background, where parents are unable to provide additional opportunities for students to participate in sports or activities outside of school. Our students do not come with the skills needed to engage in the real world, however, they are accepting of one another and are able to have self-awareness when needed.

Together with the counselor students are exposed to core values and social-emotional learning. This year we are welcoming interventionists who will be on campus daily to support our Tier 3 students based on STAAR data and NWEA Maps a district-wide assessment program. Moreno will continue to work on building additional programs for students

L1 Whole Child (Culture & Climate) Strengths

Currently have some programs in place for students to excel in that are tied to academics. Teachers are well-versed in PBIS and SEL. We currently have 17 students participating in orchestra. We had over 40 students participate in robotics and 16 during competition. The counselor has built a strong student ambassadors program that allows for both 4th and 5th-grade students to be leaders on the campus and 25 students participate in the after-school program with Parks and Recreations. Our music teacher along with another sponsor has spearheaded choir for students in 3rd through 5th and bucket band for 4th and 5th grade.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Implementation of SEL embedded throughout the instructional day to ensure that students are receiving a variety of support not just through academics but also through SEL. **Root Cause:** SEL and restorative practices have not been a priority

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Just as other campuses Moreno's teachers are currently learning the new high-quality instructional material and the district scope and sequence. The ILT is currently putting systems in place in order to provide the proper support for each teacher and grade level.

Moreno currently has a 45-minute block built into the master schedule for intervention and enrichment. Data from STAAR, NWEA Maps, district, and campus assessments will be used to place students in the tiering system. Interventions will be focused on targeted supports and student groupings.

Teachers will be working on a 90-minute PLC every other week to provide specific support to internalize and prepare for teaching the lessons in amplify and eureka. CTCs will facilitate the PLC but administrators will monitor the implementation of the curriculum weekly through walkthroughs.

At this time Moreno's PreK through 5th grade will continue to use the 50/50 model for Dual Language. All teachers currently teaching Dual Language classes are bilingual or ESL certified.

Counseling and Library will be in a two-week rotation so that we stay consistent with our instructional minutes per subject.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Teachers are provided with support in implementing instructional strategies to support effective classroom instruction and to improve student learning outcomes. Teachers follow the scope and sequence of the district that supports the HQIM. Teachers create a week at a glance for lesson plans so that administrators have a guide when conducting walk-throughs. Administrators will conduct 5 walk-throughs a week to provide feedback and coaching when necessary.

Moreno currently uses all district and state assessments to provide proper support to all students.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. **Root Cause:** Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Moreno's STAAR results show that we are currently a C (46%) with 24% did not meet, 76% approaches, 45% meets, and 17% masters.

Historically Moreno does well. We took a big hit in 2021 but since then have been recovering and gained an additional point from last year. There were no systems in place to track students and therefore there was no way to see where students were and their growth over time. Student and teacher data trackers will be implemented this school year to support the visual representation.

With the help of the district assessment NWEA Maps we will be able to align every grade level using the same data in both Reading and Math to create action plans for intervention and enrichment.

L2 Academic Excellence (Student Achievement) Strengths

Overall Moreno performs well. There are just a few adjustments that need to be made so that we can ensure every student shows growth over the year. Grade levels work together to ensure that all students are getting the proper support needed. With the addition of the interventionists, tier 3 students will receive the support they need for targeted skills.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" **Root Cause:** PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action.

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

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

Moreno has a strong retention rate for teachers. More than 50% of teachers have been at Moreno for over 10 years. With the declining enrollment, we have been forced to consolidate classrooms which leaves our newly hired teachers to be displaced. Classroom sizes are an average of 22 students. Most teachers leave due to promotions or retirement. This gives our families consistency.

Professional development opportunities are provided at both the campus and district levels, multiple times throughout the year. However, most veteran teachers feel that the PD is not relevant to them therefore they choose not to attend unless it is mandatory.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

Moreno has a strong retention rate for teachers. More than 50% of teachers have been at Moreno for over 10 years. Most teachers leave due to promotions or retirement. This gives our families consistency.

Professional development opportunities are provided at both the campus and district levels, multiple times throughout the year. Moreno 101 sessions will begin this year to provide teachers the option of attending sessions that are based on campus needs.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Not enough support through professional development for veteran and new teachers. **Root Cause:** We are not providing the most relevant or differentiated professional development

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Moreno has struggled with declining enrollment. We lost the Pre-K 3 program at our school and their siblings. Parents are choosing to enroll their students in the Montessori program and neighboring schools. The is our enrollment fluctuates around 340 students in the traditional classroom setting.

Instruction is heavily supported through technology which Moreno cannot keep up with. This year IT has assigned a part-time tech at our campus to assist in our technology needs. We are unable to service the outdated projectors or purchase new ones due to the upgrade in interactive screens such as Promethean boards. Last year we were able to purchase 11 boards but we still have several classrooms that need newer technology. Several projectors are mounted on the ceiling with a screen beam but not all of them work. We are currently waiting on the district to complete their roll out of the Promethean boards for the remaining classes at Moreno.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

We are a 1 to 1 school with student devices. We have a quick turnaround with new students getting their devices within a couple of days of their enrollment. Students begin with the integration of technology in Pre-Kindergarten. Students use their devices to complete research projects, complete daily assignments, and use as an extension to their learning through educational videos and applications.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): The current technology is outdated and unable to be serviced by IT or purchased by the campus. **Root Cause:** IT is no longer servicing the old technology on our campus and teachers are unable to project instructional materials.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

This year Moreno is focusing on building the home-school connection. Our hope is to educate and engage parents in understanding how to support their children. Our parents currently receive information through the district blackboard system, ClassDojo, school letters/flyers, and school marquee. All information sent home is translated into English and Spanish.

Our goal is to have our parents and community involved with Moreno in a meaningful way that will support student learning. Our current parent involvement includes VIPs, major meetings with teachers, coffee with the principal, and after-school events and is documented through sign-in sheets. A parent survey will be sent out to get input from the parents in order to build our parental involvement and to host events that are relevant to their interests.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

We currently have several parent volunteers who play a big role during lunch and recess duty. We also have parent sponsors to support our after-school programs like Robotics and Choir. Since COVID-19 protocols have lifted we have been able to create an open door policy that makes it easier for parents and the community to be part of our systems in the school. Our Coffee with the Principal events are focused on highlighting our systems and programs within our school as well as sharing the importance of other items that we may not be doing so well in. Parent survey will help gear us in the right direction for parent interests and topics that are relevant to them. We have schedule more family nights to focus on academics and culture.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Parent involvement has been inconsistent last year. The level of involvement was high in special events and low during informational meetings.

Root Cause: Monthly parent classes and opportunities for community building among families are not relevant to parents interests.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Our enrollment continues to decline:

2018-1019: 421

2019-2020: 405

2020-2021: 397

2021-2022: 367

2022-2023: 395

2023-2024: 340

Staff retention is good and currently have 99% of our staff has over five years of experience.

| Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/23/2023) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 197 | 50.26% |
| Male | 195 | 49.74% |
| Ethnicity | | |
| Hispanic-Latino | 371 | 94.64% |
| Race | | |
| American Indian - Alaskan Native | 0 | 0.00% |
| Asian | 0 | 0.00% |
| Black - African American | 1 | 0.26% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 12 | 3.06% |
| Two-or-More | 8 | 2.04% |

| Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023) | Count | Percent |
|--|-------|---------|
| Dyslexia | 11 | 2.81% |
| Gifted and Talented | 13 | 3.32% |
| Regional Day School Program for the Deaf | 0 | 0.00% |

| Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023) | | Count | Percent |
|--|--|-------|---------|
| Section 504 | | 9 | 2.30% |
| Special Education (SPED) | | 38 | 9.69% |
| Bilingual/ESL | | | |
| Emergent Bilingual (EB) | | 201 | 51.28% |
| Bilingual | | 242 | 61.73% |
| Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/23/2023) | | Count | Percent |
| At-Risk | | 285 | 72.70% |
| Foster Care | | 2 | 0.51% |
| IEP Continuer | | 0 | 0.00% |
| Immigrant | | 11 | 2.81% |
| Intervention Indicator | | 0 | 0.00% |
| Migrant | | 0 | 0.00% |
| Military Connected | | 7 | 1.79% |
| Transfer In Students | | 15 | 3.8265% |
| Unschool'd Asylee/Refugee | | 0 | 0% |
| Economic Disadvantage | | | |
| Economic Disadvantage Total | | 367 | 93.62% |
| Free Meals | | 284 | 72.45% |
| Reduced-Price Meals | | 9 | 2.30% |
| Other Economic Disadvantage | | 74 | 18.88% |
| Homeless and Unaccompanied Youth | | | |
| Homeless Status Total | | 6 | 1.53% |
| Shelter | | 0 | 0.00% |
| Doubled Up | | 4 | 1.02% |
| Unsheltered | | 2 | 0.51% |
| Hotel/Motel | | 0 | 0.00% |
| Not Unaccompanied Youth | | 6 | 1.53% |
| Is Unaccompanied Youth | | 0 | 0.00% |

NAVIGATION

Growth

Campus Results

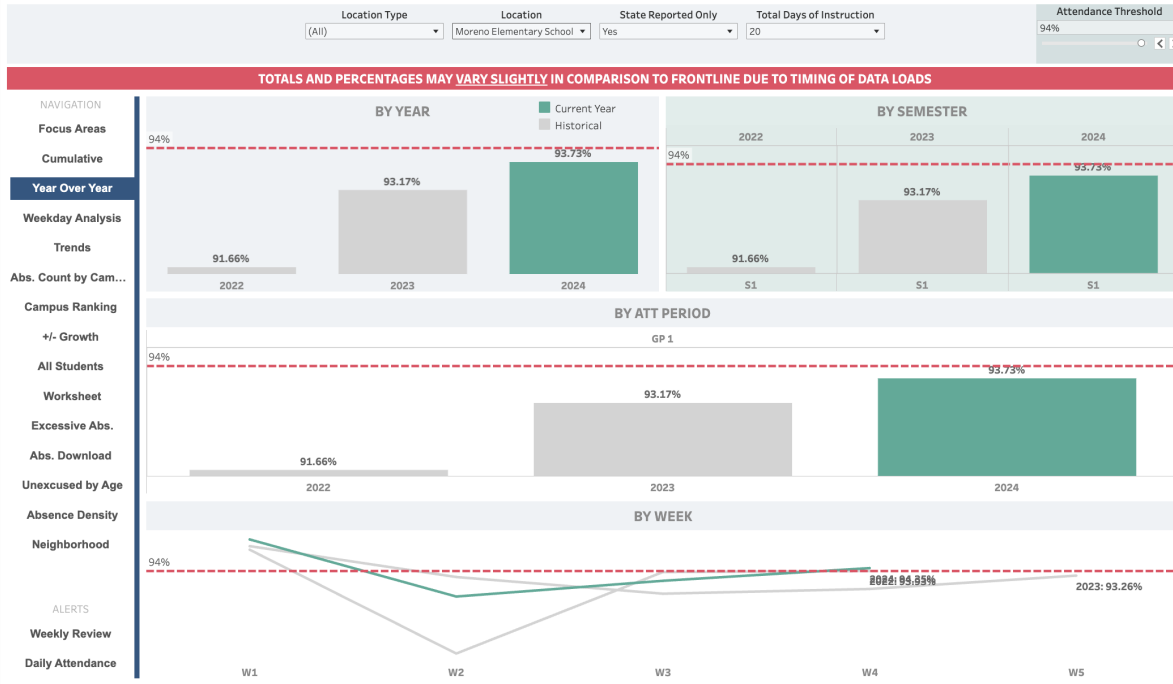
Historical Ratings

Heat Map

Student List



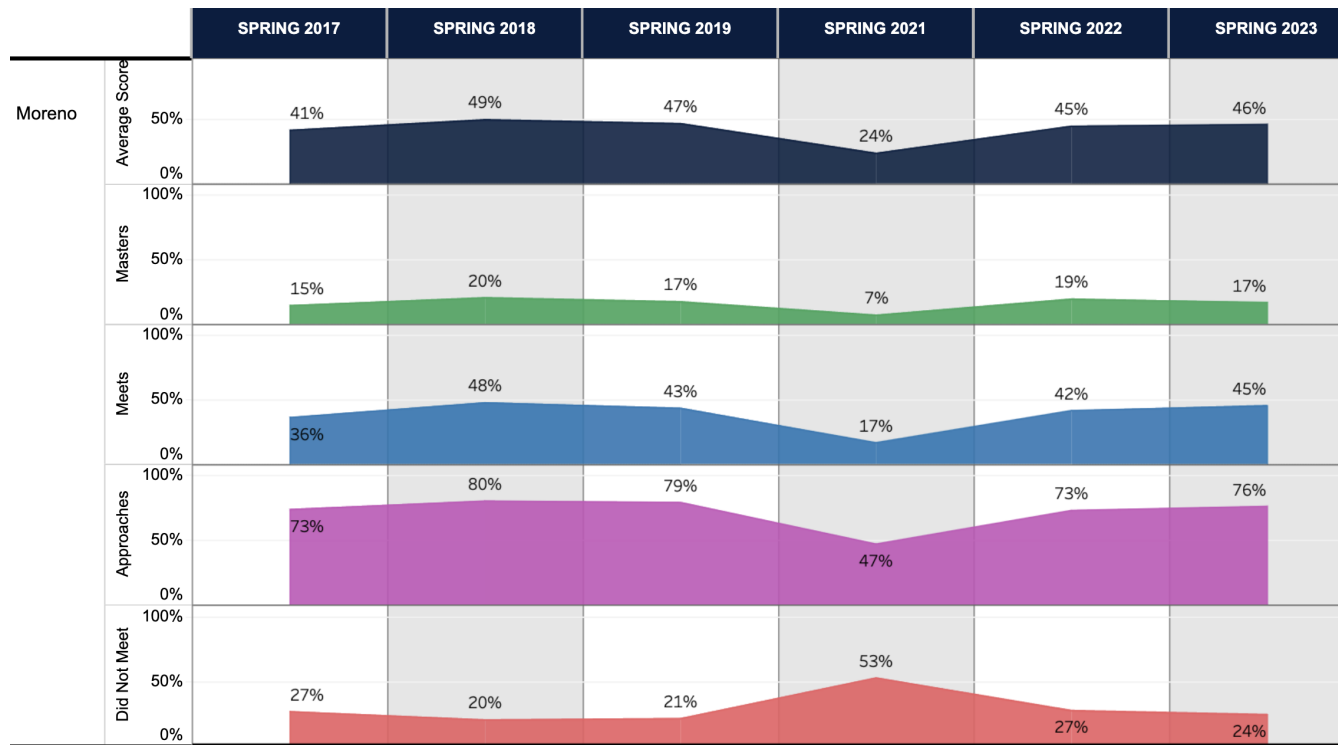
Our attendance has increased over the last couple of years but we are still not meeting the districts goal of 94%.



L5 Equity by Design (Demographics) Strengths

With the amount of EB students we have we are able to provide the Dual Language program to them, along with the ELPS embedded in the curriculum. We will continue to build capacity in our EB students through all four of their TELPAS Domains.

Our historical data shows that we have stayed stagnated in our overall average except for the year after COVID-19. We will continue to build strong systems within our MTSS and WIN.



Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Due to multiple strains of COVID-19, our attendance has had a downward trend in all grade levels. **Root Cause:** The campus has not done a sufficient job of communicating the importance of attendance.

Prioritized Needs

Prioritized Need 3: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year.

Root Cause 3: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need"

Root Cause 4: PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action.

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Not enough support through professional development for veteran and new teachers.

Root Cause 5: We are not providing the most relevant or differentiated professional development

Prioritized Need 5 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 6: The current technology is outdated and unable to be serviced by IT or purchased by the campus.

Root Cause 6: IT is no longer servicing the old technology on our campus and teachers are unable to project instructional materials.

Prioritized Need 6 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 7: Parent involvement has been inconsistent last year. The level of involvement was high in special events and low during informational meetings.

Root Cause 7: Monthly parent classes and opportunities for community building among families are not relevant to parents interests.

Prioritized Need 7 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 8: Due to multiple strains of COVID-19, our attendance has had a downward trend in all grade levels.

Root Cause 8: The campus has not done a sufficient job of communicating the importance of attendance.

Prioritized Need 8 Areas: L5 Equity by Design (Demographics)

Prioritized Need 9: Implementation of SEL embedded throughout the instructional day to ensure that students are receiving a variety of support not just through academics but also through SEL.

Root Cause 9: SEL and restorative practices have not been a priority

Prioritized Need 9 Areas: L1 Whole Child (Culture & Climate)

Goals

Goal 1: WHOLE CHILD DEVELOPMENT Moreno Elementary will foster learning environments for the whole child to thrive.

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

High Priority

Evaluation Data Sources: Campus surveys and evaluations for climate Number of extracurricular activities held, number of students who participate in those activities, Counselor Caseload, Discipline referrals to include ISS, OSS, and discipline removals, PBIS/SEL implementation review

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implementation of PBIS/SEL through WIN, Morning Announcements, monthly positive recognition, honor roll, and attendance lunches Strategy's Expected Result/Impact: Create a culture where every student feels supported and cared for. Staff Responsible for Monitoring: Counselor, CCCT Committee and Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|--|
| Prioritized Need 1: Implementation of SEL embedded throughout the instructional day to ensure that students are receiving a variety of support not just through academics but also through SEL. Root Cause: SEL and restorative practices have not been a priority |

Goal 1: WHOLE CHILD DEVELOPMENT Moreno Elementary will foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Moreno Elementary will increase PK-5th grade student participation in UIL, extra-curricular, and co-curricular activities at all levels by 5% from 125 participants to 131.

Evaluation Data Sources: Number of extracurricular activities, number of students who participate, survey results, sign up and sign in sheets





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Develop and implement after school opportunities for students to participate in extracurricular activities including the intramural program for 4th and 5th-grade students, robotics, and Fine Arts. Strategy's Expected Result/Impact: Increase in student participation in after-school programs Staff Responsible for Monitoring: Administration and Intramural Coordinator Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <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 1: WHOLE CHILD DEVELOPMENT Moreno Elementary will foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Moreno Elementary will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

High Priority

Evaluation Data Sources: District Tracking Tool, community out reach events and partnerships

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: After school program for the full year, robotics, and fine arts programs will be offered throughout the year. Strategy's Expected Result/Impact: Increase student learning opportunities Staff Responsible for Monitoring: Program sponsors and administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: WHOLE CHILD DEVELOPMENT Moreno Elementary will foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Moreno Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional, and academic competence through 100% participation in the PBIS and SEL programs and the use of their strategies.

High Priority

Evaluation Data Sources: Campus Developed Tracking Rubric, learning walks, surveys

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide the counselor with supplies used for students during lessons. Strategy's Expected Result/Impact: Students will benefit from knowledge gained from the counselor having supplies ready and available for students. Staff Responsible for Monitoring: Secretary, Counselor, Principal Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implementation of quality physical education and the administration of physical assessments. Provide opportunities for students to exercise and practice healthy habits. Strategy's Expected Result/Impact: Students receive health education to promote healthy living Staff Responsible for Monitoring: P.E. Coaches and administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Provide the nurse with supplies needed to support teachers with building mindsets and healthy habits to meet student's needs and safety Strategy's Expected Result/Impact: Students feel supported Staff Responsible for Monitoring: Nurse, secretary, administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |





Performance Objective 4 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|--|
| Prioritized Need 1: Implementation of SEL embedded throughout the instructional day to ensure that students are receiving a variety of support not just through academics but also through SEL. Root Cause: SEL and restorative practices have not been a priority |

Goal 1: WHOLE CHILD DEVELOPMENT Moreno Elementary will foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Moreno Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 5%.

Evaluation Data Sources: OnPoint Discipline Action Summary Report, six-week audits

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: CCCT will recognize student achievement and good behavior through monthly and nine-week celebrations. Strategy's Expected Result/Impact: Students will learn how to self-monitor their behavior Staff Responsible for Monitoring: CCCT committee, counselor, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 5 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|--|
| Prioritized Need 1: Implementation of SEL embedded throughout the instructional day to ensure that students are receiving a variety of support not just through academics but also through SEL. Root Cause: SEL and restorative practices have not been a priority |

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.





Performance Objective 1: By June 2024, Moreno Elementary will implement a guaranteed and viable student-centered curriculum, provided by the district, as measured by the Principal and academic support team, curriculum fidelity walkthroughs, PLCs, and data meetings all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 100% of all classrooms.

High Priority

HB3 Goal

Evaluation Data Sources: Walk-throughs by the administration, learning walks by campus teaching coaches and the academic support team, curriculum fidelity walkthroughs, PLCs and data meetings

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Purchase of general supplies and materials for teacher classrooms to enhance student learning and overall achievement. Strategy's Expected Result/Impact: Students will be able to perform better in the classroom and show academic growth in all areas. To improve academic achievement for at risk students. Staff Responsible for Monitoring: Secretary, principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: School Culture and Climate 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: Instructional Supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.167.24.801.167 - \$20,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Provide substitutes for full-day planning to teachers to allow them time to internalize the new curriculum and focus on enrichment for WIN Strategy's Expected Result/Impact: Teachers will provide student-centered lessons and enrichment for WIN. Staff Responsible for Monitoring: secretary, ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Purchase books and supplies for the library Strategy's Expected Result/Impact: Students will have a variety of books to read Staff Responsible for Monitoring: librarian, secretary, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: School Culture and Climate 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" **Root Cause:** PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action.

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

Prioritized Need 1: Not enough support through professional development for veteran and new teachers. **Root Cause:** We are not providing the most relevant or differentiated professional development

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.





Performance Objective 2: By June 2024, Moreno Elementary will implement a guaranteed and viable student-centered curriculum, provided by the district, as measured by the Principal and academic support team, dual language fidelity walkthroughs, PLCs, and data meetings all established percentages for the instructional model, classroom environment and instruction, and language acquisition in 100% of all classrooms with a dual language program.

High Priority

HB3 Goal

Evaluation Data Sources: Walk-throughs by the administration, learning walks by campus teaching coaches , dual language department, and the academic support team, curriculum fidelity walkthroughs, PLCs and data meetings

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Purchase of general supplies and materials for teacher classrooms to enhance student learning and overall achievement. Strategy's Expected Result/Impact: Students will be able to perform better in the classroom and show academic growth in all areas. Staff Responsible for Monitoring: Secretary, principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 | | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" **Root Cause:** PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action.

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





Prioritized Need 1: Not enough support through professional development for veteran and new teachers. **Root Cause:** We are not providing the most relevant or differentiated professional development

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Moreno Elementary will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 46% to 50%.

High Priority

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Math and reading interventionists are being provided by the district to support Tier 3 students in achieving outcomes measured by Domain 1. Strategy's Expected Result/Impact: Increase STAAR results by 4 points in Domain 1 Staff Responsible for Monitoring: administration and CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 | | Formative | | | Summative |
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Performance Objective 3 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" Root Cause: PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action. |
| L3 Destination School (Staff Recruitment, Retention &Prof. Dev) |
| Prioritized Need 1: Not enough support through professional development for veteran and new teachers. Root Cause: We are not providing the most relevant or differentiated professional development |

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Moreno Elementary will Increase student achievement outcomes as measured by the percent of 3rd-grade students that score "Meets" Grade level or above on STAAR reading will increase from 49% to 55% with all student groups meeting board-approved metrics. [HB3].

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data and unit assessments

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Math and reading interventionists are being provided by the district to support Tier 3 students in achieving outcomes measured by Domain 1. Strategy's Expected Result/Impact: Increase STAAR results by 5% in Domain 1 Staff Responsible for Monitoring: administration and CTCs 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 - L2 Academic Excellence (Student Achievement) 1 | | Formative | | | Summative |
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Performance Objective 4 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" Root Cause: PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action. |

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Moreno Elementary will increase student achievement outcomes as measured by the percent of 3rd-grade students that score "Meets" grade level or above on STAAR math will increase from 52% to 56% with all student groups meeting board-approved metrics. [HB3]

HB3 Goal

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
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| Strategy 1: Math and reading interventionists are being provided by the district to support Tier 3 students in achieving outcomes measured by Domain 1. Strategy's Expected Result/Impact: Increase STAAR results by 5% in Domain 1 Staff Responsible for Monitoring: administration and CTCs 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 | | | | |
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Performance Objective 5 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: 2022-2023 STAAR results indicate that the overall averages for math and reading are under 50%. Provide funds for professional development to support teachers with implementing instruction and activities during "What I Need" Root Cause: PLCs lack focus and opportunity for teachers to, plan strong first teach, review data, and create a plan of action. |

| |
|---|
| L3 Destination School (Staff Recruitment, Retention & Prof. Dev) |
| Prioritized Need 1: Not enough support through professional development for veteran and new teachers. Root Cause: We are not providing the most relevant or differentiated professional development |

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

Performance Objective 1: By June 2024, Moreno will stabilize enrollment by offering after-school programs that are offered to students.

Evaluation Data Sources: Registration documentation and enrollment rates

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Offer additional programs for students to attend after school. Strategy's Expected Result/Impact: An opportunity for students to have extended learning and parents are able to come a little later to pick up their children Staff Responsible for Monitoring: Sponsors, secretary, and administration Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: School Culture and Climate 1 | Formative | | | Summative |
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Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Moreno will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on the first day of school from 2% to 0%

Evaluation Data Sources: Position control data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Promote Moreno through attending job fairs and postings on social media Strategy's Expected Result/Impact: Entice new teachers to work at Moreno Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:





| L3 Destination School (Staff Recruitment, Retention &Prof. Dev) |
|---|
| Prioritized Need 1: Not enough support through professional development for veteran and new teachers. Root Cause: We are not providing the most relevant or differentiated professional development |

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

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

Evaluation Data Sources: Inventory and IT Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Purchase interactive smart boards or Promethean's for the remaining classes Strategy's Expected Result/Impact: All classrooms will be equipped with the most current technology in their classroom Staff Responsible for Monitoring: Administration, CTCs and secretary Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Technology - 211 ESEA Title I Part A (Campus) - 211.11.6395.167.24.801.167 - \$9,200 | Formative | | | Summative |
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Performance Objective 3 Prioritized Needs:





| L3 Destination School (Perceptions, Facilities, Programs, Technology) |
|---|
| Prioritized Need 1: The current technology is outdated and unable to be serviced by IT or purchased by the campus. Root Cause: IT is no longer servicing the old technology on our campus and teachers are unable to project instructional materials. |

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

Performance Objective 1: By June 2024, Moreno Elementary will foster a welcoming and safe environment where all students feel supported resulting in an increase in student attendance rate from 92% to 94%.

High Priority

Evaluation Data Sources: Attendance data and on-point data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Parental Engagement Liaison will host workshops, family nights, and activities for families and community members to attend. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: administration, PEL and secretary Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 - L5 Equity by Design (Demographics) 1 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Purchase general supplies for parent involvement meetings and events which will take place at least twice a month. Strategy's Expected Result/Impact: Meetings and events will be held at various times, twice a month to provide parents with current district information and instructional strategies to help their child's attendance. Staff Responsible for Monitoring: Parental Engagement Leader, Administrators Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 | Formative | | | Summative |
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Performance Objective 1 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 1: Parent involvement has been inconsistent last year. The level of involvement was high in special events and low during informational meetings. Root Cause: Monthly parent classes and opportunities for community building among families are not relevant to parents interests. |
| L5 Equity by Design (Demographics) |
| Prioritized Need 1: Due to multiple strains of COVID-19, our attendance has had a downward trend in all grade levels. Root Cause: The campus has not done a sufficient job of communicating the importance of attendance. |





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

Performance Objective 2: By June 2024, Moreno Elementary will foster a welcoming and safe environment where all families and communities attend school events

High Priority

Evaluation Data Sources: Parent sign-ins and evaluations

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Purchase general supplies for parent engagement meeting and events which will take place at least twice a month Strategy's Expected Result/Impact: Meeting and events will be held twice a month to provide parents with current district information and instructional strategies to help their children achieve success academically , socially and emotionally. Staff Responsible for Monitoring: Principal Parental Engagement Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: PEL Meeting & Activity Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6399.167.24.801.167 - \$1,000, PEL Parent Meeting Supplies- Snacks - 211 ESEA Title I Part A (Campus) - 211.11.6499.167.24.801.167 - \$1,000 | | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 1: Parent involvement has been inconsistent last year. The level of involvement was high in special events and low during informational meetings. Root Cause: Monthly parent classes and opportunities for community building among families are not relevant to parents interests. |

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

Performance Objective 3: By June 2024, Moreno Elementary will create a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders.

Evaluation Data Sources: ClassDojo, Blackboard, social media accounts

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Communication with parents will continue to be two-way through ClassDojo and emails. Strategy's Expected Result/Impact: Open communication with the school and parents Staff Responsible for Monitoring: Administration Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 | Formative | | | Summative |
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Performance Objective 3 Prioritized Needs:

| L4 Culture of Accountability (Parent & Community Engagement) |
|--|
| Prioritized Need 1: Parent involvement has been inconsistent last year. The level of involvement was high in special events and low during informational meetings. Root Cause: Monthly parent classes and opportunities for community building among families are not relevant to parents interests. |





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

Performance Objective 1: By June 2024, Moreno Elementary School will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 42% to 39% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 29% to 20%

High Priority

Evaluation Data Sources: TELPAS

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Practice regularly with TELPAS domains throughout the year. Strategy's Expected Result/Impact: Student growth in proficiency levels on TELPAS domains Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 | Formative | | | Summative |
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Performance Objective 1 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |
| L3 Destination School (Staff Recruitment, Retention & Prof. Dev) |
| Prioritized Need 1: Not enough support through professional development for veteran and new teachers. Root Cause: We are not providing the most relevant or differentiated professional development |

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

Performance Objective 2: By June 2024, Moreno will provide targeted instruction designed to supplement the regular education program for students who are at-risk or who have not performed satisfactorily on their STAAR.

High Priority
Evaluation Data Sources: STAAR data

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Implement iReady and other programs provided by the district to support tier 3 students with targeted instruction. Strategy's Expected Result/Impact: Support student growth in STAAR and overall academics Staff Responsible for Monitoring: campus teaching coaches, Interventionists, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - School Culture and Climate 2 | | Formative | | | Summative |
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Performance Objective 2 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|---|
| Prioritized Need 1: There is a lack of a good first teach in multiple grade levels, especially in the lower grades. There are several foundational skills that are not being taught daily and reinforced through out the year. Root Cause: Teachers are not using the EPISD-created curriculum documents and instructional materials with fidelity. |