

El Paso Independent School District
Moreno Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: September 18, 2018

Mission Statement

The Moreno Elementary Professional Learning Community will provide students the tools to become responsible and global learners, who will positively impact the future, as a result of academic excellence achieved through our collaboration.

Vision

The Moreno Elementary students will achieve academically, physically, socially, and be motivated, self directed, and independent global learners who apply their knowledge to real life experiences.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Most of the student population at Moreno is considered Economically Disadvantaged, Limited English Proficient and Hispanic. Therefore, all students are addressed equally and their performance shows a difference of a 1 or 2 percentage points. •Gender gaps in STAAR passing rates have decreased to a 1 or 2 percentage point difference.

Demographics Strengths

Commended Performance gaps between females and males need to decrease in writing (males 5% and females 1%) and science (males 65% and females 65%). •passing rates for Special Ed. students need to improve from 65% to 70%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identify the different needs between Economic Disadvantage, LEP, Special Education and Gifted and Talented. **Root Cause:** The demographic diversity of students, from grades PK-5, bring a vast variety of diverse needs which must be met in and out of the classroom.

Student Academic Achievement

Student Academic Achievement Summary

Close achievement gaps in Reading between Special Education and all students to at least 10%, closed the gap in writing between special education students and all students subgroup to a minimum of 10%, closed the gap in science between special education students and all students subgroup to a minimum of 10%. Provide the necessary staff development, provide the necessary time to plan between regular education teacher and special education teacher, monitor progress weekly, and provide the necessary supplies and materials.

Student Academic Achievement Strengths

Reading special education, science LEP, science commended performance in all subgroups are focus areas for improvement. We continue to add resources for math and social studies instruction to improve academics in all areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading scores across all grade levels have a 60% pass rate on STAAR reading and scores have only increased 2% over the last three years. **Root Cause:** English vocabulary, students only opportunity to speak English is at school.

School Processes & Programs

School Processes & Programs Summary

Faculty, administrators, and community members have been meeting to identify different areas in need and complete a Campus Improvement Plan strategies and activities that are align with campus needs. Discipline reports have decreased from 10 from 2016-2017 school to year to 8 in 2017-2018. Faculty, administrators and leader coaches meet regularly during PLC to discuss progress, activities, and to plan for the next 9 weeks period.

All faculty and paraprofessionals are Highly qualified.

School Processes & Programs Strengths

Faculty, administrators, and community members have been meeting to identify different areas in need and complete a Campus Improvement Plan strategies and activities that are align with campus needs. Discipline reports have decreased from 33 in 2011--2012 school to year to 30 in 2012-2013. Faculty, administrators and leader coaches meet regularly during PLC to discuss progress, activities, and to plan for the next 9 weeks period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staffing of highly effective teachers, who are bilingual and biliterate, is a priority in meeting the needs of dual language students.

Perceptions

Perceptions Summary

Parents have been supportive and the number of volunteers hours increased.

Parents are invited to the annual Family Literacy Night that promotes awareness to the importance of Reading There is also Science Night that is offered to parents so that they can help their child/children with Science Project Annual health fairs and Fall Festival are organized to welcome parents

Perceptions Strengths

Increase the amount of parental involvement.

Parents have requested in surveys that they want to learn more on how to help their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to the continued student population of bilingual students increase, especially with new students, the on-going lessons on safety/security, appropriate behavior, and so on, must be repeated often, so that all students comprehend the importance of all lessons taught and expectations of their decisions for their safety and security

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 18, 2018

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.












Directly Supports: Board Goals 1-3







Performance Objective 1: I. Reading overall students scored 70% STAAR. Hispanics scored 45% which is Moreno's greatest subgroup. Economic disadvantaged subgroup scores 85%. LEP Subgroup 80%. Female scored 80%. Male 90%.
 II. Math overall scored 85% in STAAAR math. Hispanic 90%. Economic Disadvantage 90%. LEP 90%. Female 85%. Male 96%.
 III. Writing overall scored 90% in STAAR writing. Hispanic 90%. Economic diadvantage 90%. LEP 90%. Female 95% and male 80%.
 IV Science overall STAAR scored 80%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Purchase of supplies and materials for the classroom to enhance instruction. These supplies and materials are necessary to enhance students education.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Students will be better able to perform in the classroom and show academic growth in all areas.				
<p>Funding Sources: 185 SCE (Campus) - 10848.00, 211 ESEA Title I (Campus) - 4390.28, 199 General Fund - 11543.00</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>2) Maintain instructional copier contract for all maintenance and services needed. This strategy is necessary to assist faculty and staff in copying legally approved materials.</p>	2.5, 2.6, 3.1, 3.2	Principal	To facilitate daily instructional operation through the use of functional copiers.				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Purchase of reading materials in the area of reading, math, science, and social studies, and purchase testing materials. These materials will go to enhance students learning.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Students academic growth in all areas will be measured and assessed utilizing the reading materials.				
<p>Funding Sources: 211 ESEA Title I (Campus) - 0.00, 185 SCE (Campus) - 8366.00</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) To purchase reading materials and supplies for the library to continue to provide academic and learning opportunities for all students.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Librarian and administration	Students will be provided with materials and resources that focus on their interest that will lead to increased knowledge and experiences.				
<p>Funding Sources: 211 ESEA Title I (Campus) - 5000.00, 185 SCE (Campus) - 10000.00, 199 General Fund - 2000.00</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) To purchase testing materials to enhance learning opportunities in 3rd - 5th grades.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Provide students with materials needed in the testing grades to promote academic growth in all testing areas				
<p>Funding Sources: 211 ESEA Title I (Campus) - 5000.00</p>							

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 6) To purchase incentives for students to promote growth and for recognition, and for field trips.	2.4, 2.5, 2.6	Principal	Students will be rewarded for their excellent achievement in and out of the classroom and will show academic students growth				
	Funding Sources: 199 General Fund - 5831.00						
7) Purchase technology equipment to enhance the academic needs of all students.	2.4, 2.5, 2.6	Principal Principal's Secretary	Students will have an opportunity to meet the rigorous curriculum.				
	Funding Sources: 185 SCE (Campus) - 10370.00, 211 ESEA Title I (Campus) - 14602.50						
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Goal 1: Active Learning







El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Attendance - To Increase percentage of attendance from 96 to 97%.

Evaluation Data Source(s) 2: PEIMS records, and parent student contracts

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Inform and monitor assistance by conducting parent meetings to talking about the importance of coming to school.	2.4, 2.5, 2.6, 3.1, 3.2	Assistant principal	Decrease the amount of unexcused absences which directly correlate to higher grades in the classroom.				
2) Recognize students attendance through activities on an individual and classroom basis through out the year.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor	promote and improve student attendance through activities conducted throughout the year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special education students will demonstrate academic growth.

Evaluation Data Source(s) 3: STAAR scores, IEP goals.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Instructional alignment and focused design based on best practices and individual educational plans.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Special Education Teacher.	Serve the students with special needs utilizing their IEP to show academic growth and achievement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning


El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Increase the level of Dual Language teaching knowledge for all P/K to 4th grade dual language teachers.

Evaluation Data Source(s) 4: Staff Development sign in sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) To participate in District's training for Dual Language to enhance instruction of all Dual Language teachers.</p>	2.4, 2.5, 2.6	Principal	To provide the students with the the latest strategies to promote students academic growth	0%			
							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: To provide assistance to migrant students and family.

Evaluation Data Source(s) 5: Academic growth STAAR scores.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide assistance to families to understand Texas curriculum and standards.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Counselor	Improve on academic achievement through the use of family assistance utilizing the curriculum.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning






El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: To increase the number of identify G/T students.

Evaluation Data Source(s) 6: G/T qualifying scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) To assist and provide teachers with G/T strategies through staff development and trainings to aide students identify as G/T.	2.4, 2.5, 2.6	Assistant Principal	Students will be given the opportunity to grow and be challenged and to show academic growth	 56%			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 7: To provide assistance to all students identify as AT-Risk.

Evaluation Data Source(s) 7: Counselor intervention log

Summative Evaluation 7:

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Hire and retain highly qualified teachers and paraprofessionals.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) Hire of highly qualify part-time tutors to provide extra instruction to students in need.	2.4, 2.5, 2.6	Principal	Students will be provided with the necessary resources and help to show academic growth.				
Funding Sources: 211 ESEA Title I (Campus) - 12118.00, 185 SCE (Campus) - 0.00, 199 General Fund - 5187.00							

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Request substitutes to cover for teachers during STAAR testing or staff development.	2.4, 2.5, 2.6	Principal	Providing the assistance needed to allow teachers the opportunity to test and grow professionally to promote academic student growth.				
	Funding Sources: 211 ESEA Title I (Campus) - 3087.50						
3) To hire a science, math and reading teachers to provide the added assistance for student interventions		Principal	Provide assistance and interventions to students who are at risk.				
	Funding Sources: 211 ESEA Title I (Campus) - 133601.72						
4) Hire a instructional paraprofessional to assist reading and math teachers.		Principal	Assist in the delivery of instruction to show academic students growth.				
	Funding Sources: 185 SCE (Campus) - 27216.00						
5) To pay for teacher tutoring (during Saturday Camp)		Principal	Give the teachers the opportunity to enhance and expand instruction to promote academic students growth.				
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Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Reduce the number of discipline referrals by implementing PBIS strategies.

Evaluation Data Source(s) 2: Self Discipline Audit

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) To maintain and increase awareness of the PBIS system in classroom, hallways, playground and all other areas within the school grounds.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators, faculty.	Promote safety and acceptable behaviors within the campus and to reduced the number of student discipline referrals.				
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Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Implement discipline/PBIS/SEL/School Culture

Evaluation Data Source(s) 3: Training sign in sheets, and staff development

Summative Evaluation 3:

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Goal? To utilize budget in areas of need.

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner. Moreno Elementary will be 100% complaint with local, state and federal guidelines.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain records of submission reports according to time-lines.		Principal, PEIMS Clerk Secretary	Comply with district, state, federal due dates and guidelines.				
2) Attend district/campus trainings		Principal, Assistant Principal, LPAC Clerk, PEIMS CLERK	Registration forms.				

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) To purchase supplies and medical needs for the nurse to provide the opportunity to maintain a safe school	2.5, 2.6, 3.1	School nurse	Purchase items required by Health Services to ensure the well being of all students and to provide all with safety school environment				
	Funding Sources: 199 General Fund - 1000.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) To buy general supplies for counselor to assist in the delivery of instruction so that all students become well rounded individuals.	2.4, 2.5, 2.6	School counselor	Provide the necessary materials for the counselor to create a safe school				
	Funding Sources: 199 General Fund - 1500.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 5) To buy general supplies for office to take care and maintain the daily operations of the front office.	2.4, 2.6, 3.1	Principal	Maintain the daily operations of the front office to serve the parents and community.				
	Funding Sources: 199 General Fund - 3000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement- Goal? To increase student academic performance and parental participation i school sponsored activities.

Strategies should reflect campus family and community engagement process/framework/activities

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Purchase general supplies for parental involvement meetings which take place once a month.	2.6, 3.1, 3.2	Parental Engagement Clerk	Monthly parental meetings will be held to provide parents with current District information and strategies to help their child in school and in health .				
	Funding Sources: 211 ESEA Title I (Campus) - 1000.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 2) Reading materials for parents. Materials dealing with social issues.	2.6, 3.1, 3.2	Principal	General information for parents i.e. Bullying information, behavior tips. which will promote social emotional learning.				
	Funding Sources: 211 ESEA Title I (Campus) - 800.00						
3) Continue to collaborate with UTEP and EPCC to support the Teacher Education Internship and Observation Program.	2.4, 2.5, 2.6	Principal	Provide a mentoring program to assist teachers and students with academic growth in all areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Purchase of supplies and materials for the classroom to enhance instruction. These supplies and materials are necessary to enhance students education.
1	1	2	Maintain instructional copier contract for all maintenance and services needed. This strategy is necessary to assist faculty and staff in copying legally approved materials.
1	1	3	Purchase of reading materials in the area of reading, math, science, and social studies, and purchase testing materials. These materials will go to enhance students learning.
1	1	4	To purchase reading materials and supplies for the library to continue to provide academic and learning opportunities for all students.
1	1	5	To purchase testing materials to enhance learning opportunities in 3rd - 5th grades.
1	1	6	To purchase incentives for students to promote growth and for recognition, and for field trips.
1	4	1	To participate in District's training for Dual Language to enhance instruction of all Dual Language teachers.
1	6	1	To assist and provide teachers with G/T strategies through staff development and trainings to aide students identify as G/T.
2	1	1	Hire of highly qualify part-time tutors to provide extra instruction to students in need.
2	1	2	Request substitutes to cover for teachers during STAAR testing or staff development.
2	2	1	To maintain and increase awareness of the PBIS system in classroom, hallways, playground and all other areas within the school grounds.
3	1	3	To purchase supplies and medical needs for the nurse to provide the opportunity to maintain a safe school
3	1	4	To buy general supplies for counselor to assist in the delivery of instruction so that all students become well rounded individuals.
3	1	5	To buy general supplies for office to take care and maintain the daily operations of the front office.
4	1	1	Purchase general supplies for parental involvement meetings which take place once a month.
4	1	2	Reading materials for parents. Materials dealing with social issues.

State Compensatory

Personnel for Moreno Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leticia Rivera	Instructional Paraprofessional		

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacqueline Rubio	Science Teacher		
Jo Silva	Math Teacher		

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Robert Pancoast	Administrator
Administrator	James Davis	Administrator
Classroom Teacher	Candie Barrera	Facilitator
Classroom Teacher	Jackie Rubio	
Classroom Teacher	Andres Favela	
Classroom Teacher	Antonio Salazar	
Non-classroom Professional	Catherine Bachelier	
Classroom Teacher	Gloria Luevano	
Classroom Teacher	Lilia Favela	
Classroom Teacher	Lucille Alvarez	
Classroom Teacher	Margaret Baeza	
Classroom Teacher	Yvette Gutierrez	
District-level Professional	Anna Torres	District Level Professional
Community Representative	Minerva Morales	
Parent	Daniel Tarango	
Business Representative	Gerry Gutierrez	
Classroom Teacher	Teresa Bringas	
District-level Professional	Gustavo Reveles	