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SCHOOL IMPROVEMENT PLAN (SIP) | 2015 - 2016

Name and email address of the person completing the form.

Name (first last)

Adriana Castro

Email Address

acastro1@houstonisd.org

Campus Information

Campus Name

MORENO EL

Campus Number

359

Principal

Adriana Castro

SSO

Katherine Roede

Chief School Officer

Karla Loria

Designee

Torres, Luz L;

Who would you like to designate to complete the campus School Improvement Plan?
Click the address book icon to search for the designee by last name.

Verified

☒ I have verified that the information listed above is accurate.

SIP Part I : Background

Mission Statement

The mission of Joe E. Moreno Elementary is to be committed to transform Houston and the global society by providing a world class education to all who enter our doors. 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 in order to cultivate in our students superior learning and maximize value-added, achievement, and growth. Our core value is to work together with parents to lead the way for children to achieve in every area and become global graduates.

School Profile

Joe E. Moreno Elementary is located on the corner of 620 E. Canino Rd. and Nordling St. bordering the city and county. The school was built ten years ago and first opened its doors in August 2005. It serves approximately 809 students in kindergarten through fifth grade levels. It is a state of the art facility with one science and one math lab for intermediate and primary grade levels, 3 computer labs, teleconferencing and school-wide broadcasting system capability, 7 wireless mobile labs, one SmartBoard in each classroom, and a set of 140 iPads to use in classrooms are a few of the modern features of this 21st century school. The Professional Learning Communities, Team-work, and Feeder Pattern are hallmarks at this school. Approximately 96% of our student population is Hispanic, 2% African American, 2 % White, 54% are considered LEP and 99.27% of our students are economically disadvantaged and are on free or reduced lunch. The at-risk number is at 79% and Mobility Rate is 9.5%. Our professional staff is 83.2% teachers, 4.2% professional support, 2.1% school leaders/administration, and 10.5% educational aides. The Average Years of Experience of Teachers is 4.8 years and 8% 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 PALS (Preschoolers Achieving Learning Skills), Skills for Learning and Living (SLL), Resource, and Speech Therapy Programs. 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.

Shared Decision Making(sample language provided -- modify as needed)

Organizational Structure

Organizational Structure

Our campus Shared Decision-Making model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers, then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership. The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues. Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of Shared Decision Making Committee (SDMC)

Number of Classroom Teachers	#	2	Number of Parents (at least 2)	#	2
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Number of School-based-Staff # 1
 (Half the number of classroom teachers)
 Number of Non-Instructional Staff # 1

Number of Community Members # 2
 (at least 2)
 Number of Business Members # 1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position	Term Expires
Whitney Boepple	Classroom Teacher	6/3/2016
Laura Barroso	Classroom Teacher	6/3/2016
Luz Lorena Torres	School-based-Staff	6/3/2016
Blanca Yerena	Non-Instructional Staff	6/3/2016
Cynthia Miranda	Business Member	6/3/2016
Nereyda Espinoza	Community Member	6/3/2016
Pedro Sepulveda	Community Member	6/3/2016
Karrie Pace	Parent	6/3/2016
Monica Villarreal	Parent	6/3/2016
Adriana Abarca-Castro	Principal	6/3/2016



Add Member

Other Campus Intervention Team Members (non-SDMC)

(For campuses designated for *Improvement Required*, *Focus* or *Priority* for current academic year)

Name of non-SDMC Member	Position
Katherine Roede	School Support Officer (SSO)
-	Professional Service Provider (PSP)
-	Teacher Development Specialist (TDS)

Add Member

SIP Part I : Data Analysis and Needs Assessment

Narrative of Data Analysis and Root Causes (*causal factors*)

The data used for our needs assessment is derived directly from the results of our STAAR Performance, as well as the TEA Accountability tables, A4E, data from PEIMS, HISD SIS, and from "Your Voice" teacher, student and parent survey. All of the work is grounded in the concepts of professional learning communities.

Student Learning Analysis

Strengths in student achievement We have collected, reviewed and analyzed student achievement data from STAAR, Principal's Dashboard, TEA website, and EdPlan. Our students have made growth these past years in some areas and we strive to continue the levels of increase in the coming years. We have laid a strong foundation in the ten years Moreno has been open. The school year 2012 - 2013, first year of STAAR test accountability, we earned Met Standard Rating and Distinction Designation in Academic Achievement in Reading/ELA. The year 2013 - 2014, we earned Met Standard Rating and Distinction Designation in Science and Closing Performance Gaps. This past year 2014 - 2015 we earned Met Standard Rating.

Our goal is to maintain TEA Met Standard Rating, increase the percentage of students with Advanced Level III, and regain Distinction Designation achievement. Moreno met the targets set by TEA for the four indexes in 2014 - 2015, we obtained 72 in Index 1, 40 in Index 2, 39 in Index 3, and 24 in Index 4. The percentages of students that met standard in the four subjects tested in 2015 are 74% in Reading, 74 % in Math, 65% in Science, and 70% in Writing.

Attendance for the past year was 98.8%.

The data above shows decreases in the percentage of students that met standard in all four subjects. This is due to students reading below grade level, we focused on ELLs and At Risk students, the increased number of students from Central America, the transition of the ELLs students, and the increased rigor in the STAAR tests.

Parents and Community Involvement

Good communication with all of our community has been very effective. First, at the end of the year "Your Voice" a confidential HISD district wide survey for parents, student, teachers, staff, and community members was conducted by RDA Group for the third year. Feedback results on positive and negative issues will affect this school year. A PAC at Moreno Elementary has been very active and meetings once a month have been very well attended. 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, we have achieved many activities via all these methods including reaching TEA Met Standard Accountability Rating for school year 2014 - 2015. This performance includes the four indexes required for elementary: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. 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 were created to maintain our community informed.

Perceptions Analysis

In regards to positive feedback from stakeholders and parents, the student-focused, hard-work, and perseverance ethics at Moreno Elementary makes it a high performing elementary campus.

The 2015 HISD "Your Voice" Survey results considering only Strongly Agree and Agree responses showed that 99% are Overall Satisfied with Moreno Elementary, this is an increase of 2% compared to last year survey. 92% are satisfied with Moreno teachers and staff, 98% are satisfied with school environment, 92% are satisfied with child's school safety and security. An average of 93% said yes to parent engagement questions. Moreno overall rating was B+, and 91% said that is likely that they will recommend Moreno elementary to others, an increase of 2% compared to previous year.

Narrative of Identified Needs

This school year we will focus and devote more strategies and attention to all content areas in all grade levels but especially the identified needs subjects, Reading, Writing, Math, Science, and Language Arts, the ESL program and ELLs students, 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 Total Index 3 Score of 39, a Reading Weighted performance rate of 90, a Writing Weighted Performance rate of 75, and a Science Weighted performance rate of 70.

We have continued to keep a school-wide curriculum map for Math and kept very consistent common assessments data to track the progress of all students on a consistent calendar. In addition, our vertical teams have worked to communicate any gaps and share tutorial teams and materials and resources as well. Rice RUSMP Math Coaching, Training, problem solving, TTM, DreamBox, iMath and good use of manipulatives have also yielded good results. We will implement specialists and make use of Wednesday feeder PLC.

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

In Reading we will implement a more rigorous school-wide Moreno Literacy Plan and the key component Guided Reading, Saxon Phonics, iStation program, Neuhaus, Daily 5, Café, the HUB, 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 ELLs transition students will continue to receive special attention, and grades 3-5 Reading needs and 4th grade Writing needs will be addressed consistently.

Empowering Writers, Wits, Writing Workshop, Barry Lane, and Rachel Barnaby will continue to be an important piece in our writing plan to support writing for our 4th graders.

We will continue analyzing and tracking data systematically especially for our Tier 2 and Tier 3 students in 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.

Our goal is to maintain Met Standard Accountability Rating, increase the four indexes rate value, the percentage of students in Level III Advanced in Reading, Math, Science, and Writing, and regain Distinction Designations from TEA.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met?	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s)
Texas Accountability System				
i. Student Achievement	Yes	Science	ELL Students	Goal 4
ii. Student Progress	Yes	Reading	ELL Students	Goal 1
iii. Closing Gaps	Yes	Writing and Science	Econom Disadv	Goal 6
iv. Postsecondary Readiness	Yes	n/a	n/a	n/a
System Safeguards (click here to access current ratings from a4e)				
i. Reading Performance	Yes	none	none	Goal 1
ii. Reading Participation	Yes	none	none	Goal 1
iii. Reading Alt/Mod	Yes	none	none	Goal 5
iv. Math Performance	Yes	No Data	No Data	Goal 2
v. Math Participation	Yes	No Data	No Data	Goal 2
vi. Math Alt/Mod	Yes	No Data	No Data	Goal 2
vii. 4 Year Graduation	n/a	n/a	n/a	n/a
viii. 5 Year Graduation	n/a	n/a	n/a	n/a

Staff Development Plans

We have the following Staff Development during the first two week of this school year:

- * August 14 - 21 All K – 5 Teachers, Professional and Clerical Staff - Using Data to Drive Instruction, Policies and Procedures, Team Building, School Handbook, Technology, Goal Setting, Individual and Team Planning, SIP Planning, Literacy By 3, Moreno Literacy Plan,
- * August 18 and 19, 2015 All K – 5 Teachers HUB
- * August 12, 2015 All K - 5 Saxon Phonics Training
- * August 14 and 21, 2015 All K - 5 Rice RUSMP Math Coaching
- * August 20, 2015 All K - 5 - Lesson Planning and Implementation
- Early Dismissal Staff Development
- Every Wednesday K – 5 Teachers TBA

Our staff has been trained on the HUB, Guided Reading Program, Saxon Phonics, and Rice RUSMP Math Coaching Program. PLI training, Literacy by 3, Rigor Institute, Marzano strategies, Bloom's Taxonomy, Neuhaus training in multi-sensory grammar, scientific spelling, comprehension, Guided Reading, and Thinking Maps. All these and the basal textbooks will be utilized in the Literacy component. As for math, our teachers have the Texas Go Math training, use of ETA manipulative, and problem solving. Vontoure Math training will continue for this school year. Think Through Math and iMath programs for 3 - 5 grades and DreamBox program for K-2 grades will reinforce Math instruction and student's learning. In kindergarten through fifth grade, problem solving is addressed early in the day. Benchmarking, fluency checks, iStation at the beginning, middle, and end year will help to focus on student assessment and reading intervention practice. Science training will be focus on "Science Fusion" and Science Rock Stars. Ongoing assessments, use of the HUB, I-3 and I-4 from TADS, A4E Analytics, EdPlan, iStation, Data Dig, Lead4Ward, TTM and data tracking will be used through the year to ensure each student is on target and learning the material needed.

Staff development plans should provide a summary of the staff development days and topics approved by the SDMC which support the Goals & Objectives in SIP Part 2.

SIP Part II - Goals & Objectives - Planning, Implementing, Monitoring

*Based on the Data Analysis and Needs Assessment, the following Goals and Objectives have been developed to address the identified needs. Please Note: All campuses should have **at least five goals**.*

Goal Area 1 : **Reading** (Required)

Priority Need	Increase the percentage of Met Standard and Advanced Level III in STAAR Reading
Critical Success Factor(s)	Improve Academic Performance
Goal	By the end of the 2015 – 2016 school year, the percentage of all 3rd – 5th grade students in STAAR Reading will increase by 6% from 74% (261) to 80% (282) as measured by the STAAR test.

Strategy	Objective	Responsible
Analyze STAAR and IOWA data from year 2015	Identify and target weak objective to prepare students for STAAR testing	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
A4E, TEA and IOWA Reports, EVAAS, EdPlan x GF1-11-632930-359-10-e1 101	August 2015 – Sept 2015	Principal, Team Leaders, Teachers
Strategy	Objective	Responsible
Consistent iStation usage and monitoring progress of K-5	Increase percentage of students in Tier I and II and decrease number in Tier III	Principal, Admin Lead Team, Teachers
Resources	Timeline	Milestones / Evaluation
iStation website GF1-11-633930 - 359-10-e1	September 2015 – May 2016	BOY, MOY, EOY, Monthly and On Demand Assessments
Strategy	Objective	Responsible
Improve students fluency rates	Students will increase fluency rates by grade level	Principal, Admin Lead Team, Teachers
Resources	Timeline	Milestones / Evaluation

Fluency Checks, classroom leveled libraries, Scholastic Reading, Technology, iStation, HFWE, DRA, Café Daily 5, Literacy by 3
Tutorials Extra Duty pay/Contracted Services Reading

August 2015 – Sept 2015

Monthly Fluency Checks, iStation Fluency Report

Strategy

Improve Running Records

Objective

Increase percentage of students in Tier I and II and decrease number in Tier III

Responsible

Principal, Team Leads, TEachers

Resources


Scholastic resources, HUB

Timeline

HISD, testing calendar

Milestones / Evaluation

Calendar from HUB

 Add a new strategy

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall

Date of Review 11/18/2015



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Mid-Year

Date of Review 1/13/2016



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Spring

Date of Review 3/2/2016



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

End of Year

Date of Review 5/11/2016



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Goal Area 2 : Mathematics (Required)

Priority Need: Increase the percentage of Met Standard Phase in 2 Level II and Advanced Level III in STAAR Math

Critical Success Factor(s): Improve students Math achievement

Goal: By the end of the 2015 – 2016 school year, the percentage of all 3rd – 5th grade students in STAAR Math will increase by 6% from 74% (261) to 80% (282) as measured by the STAAR test.

Strategy	Objective	Responsible
Analyze STAAR and IOWA data from year 2015	Identify and target weak objectives and prepare students for STAAR and IOWA testing	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
A4E, TEA and IOWA Reports, EVAAS, EdPlan	August 2015 – Sept 2015	Action Math Plan per grade level
Strategy	Objective	Responsible
Implement District Curriculum (HUB) and Planning Guides	Formulate order of objectives to be mastered by grade level, target TEKS objectives and refocus on weak obj	Principal, Admin Lead Team, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Go Math, DBA, Teacher designed assessment, TEKS Planning Guides, Scope and Sequence, Pacing Calendar, Schoolwide Testing Calendar Tutorials Extra Duty Pay GF1-11-633920-359-10-e1-101	Daily/weekly August 2015 – May 2016	Daily schedules and Lesson Plans, End of Week Assessments, Student Math Samples
Strategy	Objective	Responsible
Utilize online programs such as TTM, iMath, and DreamBox, and use of manipulatives, Curriculum mapping will be studied by teams Vontoure and RUSMP. GF1-11-632910-359-10-e1-101	Target and reinforce weak areas Align curriculum mapping into everyday schedule	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Think Through Math (3-5), DreamBox (K-2), iMath (2-5) GF1-11-633920-359-10-e1-101 GF1-11-639910-359-10-e1-101	September 2015 – May 2016	Benchmarks, DLAs, TTM, iMath, and DreamBox reports, EdPlan Reports, Common Assessments

 Add Row

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership**Fall**

Date of Review 11/18/2015

Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Mid-Year

Date of Review 1/13/2016

Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Spring

Date of Review

3/2/2016



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

End of Year

Date of Review

5/11/2016



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Goal Area 3 : Safety (Required)**Priority Need:**

Increase school safety


Critical Success Factor(s):

Improve School Climate

Goal:

By the end of the 2015–2016 school year, the percentage of Out of School Suspension) will maintain at 0.12%(1 student) and the percentage of In School Suspension will remain 0%(0 students) as measured by the 2015– 016 Student

Strategy	Objective	Responsible
Bullying Prevention	Decrease the number of bullying like incidents	Principal, all Moreno staff
Resources	Timeline	Milestones / Evaluation
Anti-bullying resources i.e. videos, Project Class, Code of Conduct GF1-11-6219-359-10-e1-101	August 2015 – May 2016	PEIMS Discipline Report
Strategy	Objective	Responsible
Child Abuse Prevention	Increase staff awareness on Child Abuse Prevention	Principal, all Moreno staff
Resources	Timeline	Milestones / Evaluation
Child Abuse Training and other available resources i.e. videos	August 2015 – May 2016	Child Abuse Data
Strategy	Objective	Responsible
Sexual Abuse Prevention	Increase staff awareness on Sexual Abuse Prevention	Principal, all Moreno staff
Resources	Timeline	Milestones / Evaluation
Sexual Abuse Training and other available resources i.e. videos	August 2015 – May 2016	Sexual Abuse Data
Strategy	Objective	Responsible

Discipline Management	Maintain a Safety School Environment for all students and staff	Principal, Admin Team Members, Teachers, Staff
Resources	Timeline	Milestones / Evaluation
Stud. Code of Conduct, Classroom and School Management System	August 2015 – May 2016	PEIMS Discipline Reports
 Add Row		

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership**Fall**

Date of Review	11/18/2015	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

Mid-Year

Date of Review	1/13/2016	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

Spring

Date of Review	3/2/2015	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

End of Year

Date of Review	5/11/2016	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

Additional Goal Area(s)

Goal Area(s) identified via TEA Accountability Ratings:

(The following goal areas must be completed using the goal area section below)

Use the below section to provide details about goal areas identified above or provide additional goal areas applicable to your campus. Please add multiple goal areas as required.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Achievement | <input type="checkbox"/> Postsecondary Readiness |
| <input checked="" type="checkbox"/> Student Progress | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Closing Gaps | <input checked="" type="checkbox"/> Special Population |
| <input type="checkbox"/> 4 Year Graduation | <input type="checkbox"/> Teacher & Administrator Quality |
| <input type="checkbox"/> 5 Year Graduation | <input type="checkbox"/> Parent & Community Involvement |

Goal Area : Student Achievement

Priority Need:

Maintain or increase the percentage of Met Standard Phase in 2 Level II and Advanced Level III in Science.

Critical Success Factor(s):

Improve Academic Performance

Goal:

By the end of the 2015 – 2016 school year, the percentage of 5th grade students in STAAR Science will increase by 5%, from 65% (72) to 70% (78) as measured by the STAAR Science test.

Strategy	Objective	Responsible
Analyze STAAR data results from year 2015 to target weak objectives	Prepare students for STAAR	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
AEIS, A4E, TEA reports, Stanford reports, EVAAS, EdPlan	August - September, 2015	Action Science Plan
Strategy	Objective	Responsible
Implement District Curriculum and Planning Guides (HUB) formulated in order of objectives to be mastered by grade level	Target Science TEKS objectives and refocus on weak objectives	Principal, Admin Lead Team, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Science Fusion, DBA, Teacher Designed Assessments, HUB, Pacing Calendar	Daily/weekly August 2015 – May 2016	Daily Schedules and Lesson Plans, End of week assessments, Student Math Samples
Strategy	Objective	Responsible
Staff Development for new staff members and/or new Science resources for all teachers GF1-11611820-359-10-e1-101	Provide proper training for new teachers and/or new adoptions/resources	Principal, Admin Lead Team, Teachers
Resources	Timeline	Milestones / Evaluation
PD, HUB, eLearn, School PD	August 2015 – May 2016	Sign in sheets Teacher's science instruction methods improvement is evident
Strategy	Objective	Responsible
Use of STEMSCOPES and other Science Resources GF1-11-639920-359-10-e1-101 SR1-11-6399-359-41-CA3	Target and reinforce weak areas	Principal, Admin Lead Team, Teachers
Resources	Timeline	Milestones / Evaluation
, STEAMSCOPES, other available Science Resources, Science Fusion, Science Rock Stars and PD. GF1-11-6118320-359-30-e1-142 SR1-11-611820-359-41-ca3	August 2015 – May 2016	Benchmarks reports, STEAMSCOPES resources usage in classroom is evident

☒ Add Row

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall

Date of Review	11/18/2015	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

Mid-Year

Date of Review	1/13/2016	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

Spring

Date of Review	3/2/2016	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		

End of Year

Date of Review	5/11/2016	
Major Intervention(s)		
Data Reviewed?		
Achievements?		
Challenges?		
On Track?		
Modifications?		


Goal Area : Student Progress

Priority Need: Increase Overall Progress (All Subjects)


Critical Success Factor(s): Improve Academic Performance.

Goal: By the end of the 2015 – 2016 school year, the overall progress (all subjects) will increase by 5%, from 40% to 45%, as measured by TEA in Moreno Accountability reports, (Index 2: Student Progress).

Strategy	Objective	Responsible
ELL students STAAR Participation	Maintain ELL students STAAR Participation	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Students demographic information from SIS Testing Planning students roster	August 2015 – May 2016	TEA 2016 Index 2: Student Progress Calculation Report and System Safeguards Report
Strategy	Objective	Responsible

Analyze 2015 STAAR Data	Identify weak objectives for ELL students	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
TEA STAAR Reports, A4E Reports, Evaas, Data Tracking Reports, SIS	August 2015 – May 2016	TEA 2016 Index 2 Student Progress Calculation Report
Strategy	Objective	Responsible
Small group instruction	Increase ELL students	Principal, Admin Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Instructional Material and school wide resources for all subjects	September 2015 – May 2016	TEA 2016 Index 2 Student Progress Calculation Report
Strategy	Objective	Responsible
After school and Saturday Tutorials	Increase ELL students	Principal, Admin Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Instructional Material and school wide resources for all subjects	September 2015 – May 2016	TEA 2016 Index 2 Student Progress Calculation Report
 Add Row		

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership**Fall**

Date of Review 11/18/2015 

Major Intervention(s)

Data Reviewed?


Achievements?

Challenges?

On Track?

Modifications?

Mid-Year

Date of Review 1/13/2016 

Major Intervention(s)

Data Reviewed?


Achievements?

Challenges?

On Track?

Modifications?

Spring

Date of Review 3/2/2016 

Major Intervention(s)

Data Reviewed?


Achievements?

Challenges?

On Track?

Modifications?

End of Year

Date of Review 5/11/2016 

Major Intervention(s)

Data Reviewed?

Achievements?
Challenges?
On Track?
Modifications?

Goal Area : Special Population

Priority Need: Increase Overall Performance
Critical Success Factor(s): Improve Academic Performance
Goal: By the end of the 2015 – 2016 school year, the overall performance will increase by 10% from 39% to 49% as measured by TEA in Moreno Accountability Report (Index 3: Closing Performance Gaps).

Strategy	Objective	Responsible
Eco. Disadv. STAAR Participation	Maintain Eco. Disadv. STAAR/EOC Participation	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Students demographic information from SIS Testing Planning students roster	August 2015 – May 2016	TEA 2016 Index 3: Closing Performance Gaps Calculation Report and System Safeguards Report
Strategy	Objective	Responsible
Analyze 2015 STAAR Data	Identify weak objectives for Econ Disadv students	Principal, Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
TEA STAAR Reports, A4E Reports, Evaas, Data Tracking Reports, SIS	August 2015 – May 2016	TEA 2016 Index 3: Closing Performance Gaps Calculation
Strategy	Objective	Responsible
Small group instruction	Increase Econ Disadv students achievement	Principal, Admin Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Instructional Material and school wide resources for all subjects	September 2015 – May 2016	TEA 2016 Index 3: Closing Performance Gaps Calculation
Strategy	Objective	Responsible
After school and Saturday Tutorials	Increase Econ Disadv students achievement	Principal, Admin Team Leaders, Teachers
Resources	Timeline	Milestones / Evaluation
Instructional Material and school wide resources for all subjects	September 2015 – May 2016	TEA 2016 Index 3: Closing Performance Gaps Calculation

☒ Add Row

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall

Date of Review 11/18/2015



Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Mid-Year

Date of Review 1/13/2016

Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Spring

Date of Review 3/2/2016

Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

End of Year

Date of Review 5/11/2016

Major Intervention(s)

Data Reviewed?

Achievements?

Challenges?

On Track?

Modifications?

Special Funding Goals

Goal Area : Title I Ten Components (standard language provided -- modify as needed)

1. Comprehensive needs assessment

All data were 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 the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.

2. School-wide reform strategies

The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.

3. Instruction by highly qualified teachers

100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.

4. High-quality and on-going professional development

Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.

5. Strategies to attract high-quality highly qualified teachers

Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort, our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

6. Strategies to increase parental involvement

Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STAAR information programs. District and school news and fliers are sent home.

7. Transition from early childhood programs

Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Hippy Program information is disseminated to parents. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.

8. Measures to include teachers in the decisions regarding the uses of academic assessments

Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.

9. Effective, timely additional assistance

The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.

Coordination and integration of Federal, State, and local services and programs

At the building level, federal, state and local services and programs are coordinated to best address student needs, this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Goal Area : State Compensatory Education (*standard language provided -- modify as needed*)

Total amount of State Compensatory Education funds \$60,255 48
Personnel funded with State Compensatory Education funds \$0
List names here n/a
Total number of FTE's funded with State Compensatory Education funds n/a
Brief description of how these funds are utilized on your campus Work with tutorials, purchasing resources and materials
State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE \$60,255 48
For Title I schools These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus

Goal Area : Mandated Health Services**Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements

Guadalupe Reyna

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2015 (include an estimate of number of students that must be screened):

n/a

Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report

Guadalupe Reyna

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened)

n/a

Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report

Guadalupe Reyna

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened)

n/a

Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report

Guadalupe Reyna

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened)

n/a

Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report

Guadalupe Reyna

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2016 (include an estimate of number of students that must be screened)

n/a

Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis

Guadalupe Reyna

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2015-2016

n/a

Close without saving

Return to SIP