

Houston Independent School District

383 DeAnda Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

At DeAnda Elementary School we empower scholars to become global leaders by striving for excellence and to become responsible citizens, critical thinkers, and effective communicators.

Vision

Working together to change our world!

Core Values

Excellence, Collaboration, Leadership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

James DeAnda Elementary is a South Area campus located by Hobby Airport. Our campus serves grades Pre-Kinder 3 through 5th and is a 50/50 Dual Language campus. Our current enrollment is 597 students. 93% of the students served by DeAnda are Hispanic, 4% are African-American, 1% are White, 1% are Asian and <1% belong to other ethnic groups. 92% of our students are Economically Disadvantaged and our school is 100% Title 1. 62% of our students are English Language Learners. 8% of our students are in our Gifted and Talented program and 8% of our students receive special education services (including speech and/or resources). We also provide special education instruction in both an SLL (Skills for Learning and Life) and an SLC (Structured Learning Classroom) classroom.

Demographics Strengths

DeAnda is known as a premier elementary school in the state of Texas and in America. It was recognized in 2020 as being “America’s Best Urban School” and received the Best Urban School Gold Award. The campus has many families who have strong ties to the neighborhood and generations have attended the school. Thus, the families have a strong allegiance to the campus and want to support and participate in various ways to ensure student safety and achievement. Despite having a significant number in economically disadvantaged students, DeAnda students continue to excel as evidenced by the TEA Accountability rating of “A” for 2022.

The DeAnda staff is collaborative in their teaching approach and participate in high quality professional development aligned to targeted campus needs in order to increase teacher knowledge and student achievement. DeAnda is protective and sensitive to the needs of the students served by the Special Education program. The students and staff members get to know all the students, which creates a caring bond among students. With such a diverse population, school communication such as event calendars, newsletters and automated phone calls are distributed to meet the language needs of all families to ensure exceptional parent communication which in turn increases student achievement.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations at school and the community.

Student Learning

Student Learning Summary

DeAnda has met or exceeded the standards of Texas accountability in the areas of reading, math, science, and writing every year since at least 2015. In 2017, 2018, and 2019, DeAnda received all 6 distinctions from the Texas Education Agency. For the 2022 school year, DeAnda received an “A” rating with a score of 92/100 and achieved three distinction designations.

On the 2022 STAAR test, our Reading "Approaches" percentage was 83%, "Meets" was 57%, and "Masters" was 27%. Our STAAR Math "Approaches" percentage was 80%, "Meets" was 48%, and "Masters" was 22%. Finally, our Science "Approaches" percentage was 71%, "Meets" was 31%, and masters were 11%. With the exception of Math "Masters" which went down 2% and Reading "Masters" which stayed the same, all other areas increased as compared to 2021 STAAR.

Student Learning Strengths

Our students have been on a consistent trajectory of continuous improvement over the past five years. They outperform their demographic peers across the district and the state. This is largely due to the strong teaching staff we have and the consistent focus we've had on literacy in particular. It is also due to the culture of coaching and working together to improve across the board. Further, though we saw a drop during COVID, our students "exit" the first stage of the pandemic affected less than students on many other campuses. This is particularly true in the area of Reading/Language Arts.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Though we've continuously grown for the last five years, COVID has set back students considerably, particularly in the area of math. **Root Cause:** Although we did a good job of teaching virtually, we were not able to replicate the strong teaching that had been happening in classrooms.

School Processes & Programs

School Processes & Programs Summary

The leadership team, teachers and support staff of DeAnda Elementary School (DeAnda ES) are very much intentional with the programs offered to students. Processes have been set in place to ensure each student obtains a high level of academic instruction, socioemotional support, physical fitness awareness, and even nutritional success, through community food bank support.

At DeAnda ES, every student counts! For our English Language Learners, we have highly qualified ESL certified teachers who have been trained to support our ELLs' English acquisition through the English Language Proficiency Standards. Teachers are required to embed these in their lesson plans as part of their daily instruction. Additionally, ALL students whose assessments results show a need for academic intervention, are/will be assigned to a small intervention group to receive additional support in the area of weakness. They will be monitored through RtI and given more, targeted support through goal-development, as well as assessed every 4-6 weeks with the following assessments: Renaissance 360 (Math, Reading, Early Literacy, Benchmark Running Records, District Snapshots (if applicable), High Frequency Words Evaluations (1st and 2nd). Students in Kinder and PK, are to practice at least 50 HFW through the academic year. Teachers are expected to individualize instruction by providing TEK-based small-grouping and keep anecdotal record of such instruction to make sound decisions on future targets to teach.

Furthermore, the DeAnda difference is in building teacher capacity. Teachers are guided to develop highly effective instructional lessons with the emphasis on pacing. Teachers will be immersed in the art of teaching and teaching well, and receiving constant feedback: right-there, on-the-spot as they are teaching or through scheduled conferences. Of importance, the leadership team will always be available to model instruction as necessary or obtain support from our teacher development specialists. Teacher development is in constant revision as needs in practice and student needs arise. Teachers will be sent to veterans' teacher classrooms to observe highly effective practices and initiate conversations on how that will look like in their classrooms.

Our special population students (ELLS, Special Education, gifted and talented) and actually, ALL students, will be on constant watch through teacher observations, anecdotal notes, and tracking their data. We are proud to be one of America's Best Urban Schools, we teach our students to exercise agency, meaning they are co-participants in their learning. Students are required to keep track of their formative assessments and set realistic goals which are also shared with parents. Students are to be knowledgeable of their academic standing at all times, and know what they have to do to accomplish the goals set forth in conjunction with their teachers. For our lower grades, especially Kinder and PreK students, they are to know their reading level and know which high frequency words they have mastered and which ones they still need to learn. Our GT students will be challenged with projects and expected to present their real-world findings to their class. Our mainstreamed Special education students will be receiving the accommodations and modifications set forth by the ARD committee. Teachers are expected to know what these are and keep the special education aware of any changes, additions or deletions to their respective IEPs. Our SLL and SLC students are also included in our high-rigor expectations. The teachers will instruct their TAs (teacher assistants) to support through small group rotations and individualized instruction as set forth in their IEP. Goals will be revised as needed.

Our IAT, RtI, 504 (including Dyslexia) coordinators have begun the process of identifying students and supporting those who are already participants in these programs. Dyslexia students are serviced through a Dyslexia interventionist. The plan is to have another certified educator become trained in Dyslexia intervention as we have seen a rise in students with Dyslexia.

The beauty of belonging to a well-organized leadership team is that the mission, vision and goals are a known fact to all stakeholders. Each member of the administrative team has their roles to fulfill, however, at DeAnda we work together, and we support each other's areas of service. During State testing, for example, we will all coordinate specific roles to ensure that they procedures are in place and run smoothly to achieve an impeccable testing execution.

School Processes & Programs Strengths

All members of the faculty know their specific roles and have committed to fulfill it to the best of their ability. Veteran teachers are willing to learn new systems, new way of thinking and new-to the profession or new-to-the campus teachers rely on their more seasoned cohorts for support and guidance. As for programs, we have our Title I meeting dates in place, Coffee with the Principal will commence this month, Real Men Read will continue in 3rd grade, tutorials will begin shortly.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We haven't been able to strategically use intervention to improve outcomes for students. **Root Cause:** Staff shortages and COVID-related absences have kept us from being able to use support/intervention staff to actually intervene with students.

Perceptions

Perceptions Summary

DeAnda has a positive perception from all community stakeholders including families, staff, business owners, and teachers. DeAnda typically has a low staff turnover among teachers and general staff. The leadership change resulted in a higher staff turnover rate this year among teachers and Special Education is a department that consistently has the highest turnover ranging from each year. DeAnda has a positive campus culture among staff, teachers and students. Administration at DeAnda uses a growth mindset and positive coaching model with all teachers to prompt a positive relationship between administration and staff. Coaching is consistent and the number one priority of teacher specialists at DeAnda. There is a dedicated upper-grade level and lower-grade level coach. Each coach regularly visits classrooms, develops PLC's based on classroom observations, and provides feedback to teachers. Coaches differentiate feedback, coaching, and coaching cycles depending on each teacher/grade levels need. Coaching conversations rely on research-based best practices, data, and classroom observations. This positive coaching model and low student behavior issues result in teachers having a positive disposition towards the campus. Teachers understand DeAnda is a unique campus that allows students to experience high achievement despite various socio-economic factors. Attendance is typically high at DeAnda, with a slightly lower rate among Pre-Kindergarten and Kindergarten classes.

Parents have a generally positive perception of the campus and staff. Parents appreciate the school environment is clean, up kept, and has current technology for students. Parents' involvement in activities such as coffee with the principal, parent/student events, and general school meetings is moderate. Parents' concerns typically come through the teacher directly, parents at a meeting, or phone calls to the front office. The staff works to ensure the parents are directed to the correct avenue whether that be our wrap-around specialist, counselor, administration or other departments within HISD. The school's consistently high academic rating is well-known in the community and garners support from various community stakeholders. Bikes are donated at Christmas, supplies from various stakeholders, and the parking lot across the street is donated for school events. One barrier to parent participation is the large number of working families that can make attendance to various school events or conferences challenging.

Perceptions Strengths

DeAnda has a longstanding positive perception by all community stakeholders. DeAnda has consistently received an A-plus rating despite our high number of English language learners and high socio-economic status. Teachers and students at DeAnda value hard work and understand what it takes to remain a high-achieving campus. Student trajectories are changed due to the work of teachers and staff at the school, with very few students attending our feeder school and many going to magnet campuses for middle school.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: As we increase our student population, there is a fear that we will receive more challenging students who haven't been part of DeAnda since Pre-K/Kinder.

Root Cause: Staff/families tend to think of the students of DeAnda as family. An influx of students who have not attended DeAnda since Pre-K/Kinder challenge this concept for our school community.

Priority Problems of Practice

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Increase the percentage of students achieving "Meets" on the Reading STAAR from 57% to 62%.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students "At/Above Benchmark" on the End of Year Renaissance 360 Universal Screener will increase from 64% to 75%.

Evaluation Data Sources: Renaissance 360 Universal Screener





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of students achieving "Meets" on District Assessments will increase from 57% to 62%.

Evaluation Data Sources: District Snapshots



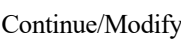

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Thinking Maps and other Deeper Learning best practices (Inquiry-Based Learning, Student Agency, Project-Based learning) through PD and PLC. Strategy's Expected Result/Impact: Increase number of students performing above grade level Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Begin training on Deeper Learning techniques during Pre-Service. 2. Hold Thinking Maps training. 3. Support teachers in deeper learning instructional techniques through PLC. 4. Monitor and adjust quarterly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
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Measurable Objective 3: By the end of the school year, 75% of students will read on grade level as measured by the Fountas and Pinnell "Running Records".

Evaluation Data Sources: Fountas and Pinnell "Running Records"

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Increase the percentage of students achieving "Meets" on the Math STAAR from 48% to 62%





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students "At/Above Benchmark" on the End of Year Renaissance 360 Universal Screener will increase from 62% to 80%.

Evaluation Data Sources: Renaissance 360 Universal Screener





HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school.</p> <p>Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth.</p> <p>Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal</p> <p>Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				
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Measurable Objective 2: The percentage of students achieving "Meets" on District Assessments will increase from 48% to 62%.

Evaluation Data Sources: District Snapshots





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Implement Thinking Maps and other Deeper Learning best practices (Inquiry-Based Learning, Student Agency, Project-Based learning) through PD and PLC. Strategy's Expected Result/Impact: Increase number of students performing above grade level Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Begin training on Deeper Learning techniques during Pre-Service. 2. Hold Thinking Maps training. 3. Support teachers in deeper learning instructional techniques through PLC. 4. Monitor and adjust quarterly. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 3: On the Mock Math STAAR in April, 58% of students will achieve "Meets".

Evaluation Data Sources: Renaissance 360 Universal Screener

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.





Goal 1: Increase the percentage of students achieving "Meets" on both Reading and Math STAAR tests from 40% to 45%.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: The percentage of students "At/Above Benchmark" on the End of Year Renaissance 360 Universal Screener will increase from 62% to 80% in Reading and from 64% to 80% in Math.

Evaluation Data Sources: Renaissance 360 Universal Screener

Strategy 1 Details	Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2: The percentage of students achieving "Meets" on Snapshot Assessments will increase from 57% to 62% in Reading and 48% to 62% in Math.

Evaluation Data Sources: District Snapshots

Strategy 1 Details	Reviews			
Strategy 1: Implement Thinking Maps and other Deeper Learning best practices (Inquiry-Based Learning, Student Agency, Project-Based learning) through PD and PLC. Strategy's Expected Result/Impact: Increase number of students performing above grade level Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Begin training on Deeper Learning techniques during Pre-Service. 2. Hold Thinking Maps training. 3. Support teachers in deeper learning instructional techniques through PLC. 4. Monitor and adjust quarterly. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: On the Mock STAAR tests in April, 42% of students will achieve "Meets" in both Reading and Math.

Evaluation Data Sources: Mock STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Increase the percentage of students receiving special education services achieving "Meets" on the Reading STAAR from 41% to 50%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of targets will be met for SPED subpops in Domain III of Texas Accountability System.

Evaluation Data Sources: STAAR 2021 Results





HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school.</p> <p>Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth.</p> <p>Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Special Education Chair, Maranda Strong; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal</p> <p>Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly.</p> <p>Title I: 2.4, 2.5, 2.6</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: At least 80% of students will achieve Meets Level on STAAR Alt. 2

Evaluation Data Sources: STAAR Alt. 2 Results





HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize district supports to increase capacity of new self-contained teachers. Strategy's Expected Result/Impact: Students will meet IEP goals and show success on STAAR Alt. 2. Staff Responsible for Monitoring: Self-Contained Teachers; Justin Ritsema, Principal; Maranda Strong, Special Education Chair; Amada Garza, Assistant Principal Action Steps: 1. Reach out to district staff to see available Special Education supports. 2. Schedule professional learning dates for both teachers. 3. Assess quarterly to monitor progress. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of students receiving special education services will be observed using their allowed accommodations daily.

Evaluation Data Sources: Classroom Observations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize Special Education Chair for special education trainings and strategies to inform teachers of allowed accommodations and make these accommodations available to students. Strategy's Expected Result/Impact: Increase teacher capacity in meeting needs of students receiving special education services. Staff Responsible for Monitoring: Maranda Strong, Special Education Chair; Justin Ritsema, Principal; Amada Garza, Assistant Principal Action Steps: 1. Lead special education trainings during pre-service. 2. Continue to provide SpEd capacity building during PLC meetings. 3. Monitor use of accommodations across the course of the year. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 1: ATTENDANCE- Attendance rate will increase 2.6 percentage points from 93.4% in 2021-22 to 96.0% in 2022-23.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Monthly attendance will be between 95.5%-96.5%.

Evaluation Data Sources: Daily Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Leverage Critical Attendance team including Wraparound Services, SIR, Counselor, and AP to create strategic systems to monitor and address attendance. Strategy's Expected Result/Impact: Systems will allow us to keep more students in school. Staff Responsible for Monitoring: Justin Ritsema, Principal; Amada Garza, Assistant Principal; Rashard Pennie, Counselor; Nellie Elizondo, SIR; Monica Barba, Wraparound Specialist Action Steps: 1. Create Critical Attendance Team 2. Meet monthly to monitor attendance 3. Create systems responsive to current attendance needs 4. Monitor effectiveness of systems over time. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase parent communication regarding absences: PK contract, monthly letters, personal calls home with concerns, attendance contracts, social media reminders, Coffee with the principal reminders Strategy's Expected Result/Impact: Increase parent understanding of importance of attendance, increase number of unnecessary absent days Staff Responsible for Monitoring: Justin Ritsema, Principal; Amada Garza, Assistant Principal; Rashard Pennie, Counselor; Nellie Elizondo, SIR; Monica Barba, Wraparound Specialist Action Steps: 1. Utilize Critical Attendance Team to divide responsibilities for parent contact 2. Meet monthly to monitor attendance 3. Adjust systems monthly to respond to current concerns 4. Monitor effectiveness of systems over time. Title I: 2.5, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE- Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2022-23 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2022-23 school year.

Evaluation Data Sources: Student Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Create campus-wide culture initiatives with character development and daily SEL check-ins Strategy's Expected Result/Impact: Decrease discipline incidents, grow students' ability to self-manage. Staff Responsible for Monitoring: Rashard Pennie, Counselor; Justin Ritsema, Principal; Amada Garza, Assistant Principal; Wraparound Specialist, Monica Barba Action Steps: 1. Introduce initiatives to staff during Pre-Service 2. Prepare weekly character development lessons to share with teachers 3. Monitor implementation monthly 4. Celebrate student growth in desired traits monthly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Tier III behavior students with preventative, supportive, and responsive counseling needs and services using Counselor Pennie and Wraparound Specialist Barba. Strategy's Expected Result/Impact: Student's needs are proactively met to prevent problem behaviors. Staff Responsible for Monitoring: Rashard Pennie, Counselor; Monica Barba, Wraparound Specialist; Justin Ritsema, Principal; Amada Garza, Assistant Principal Action Steps: 1. Determine student list of Tier III behavior students with support of teachers. 2. Perform a "Student at the Center" meeting for each of the students 3. Organize counseling/services each student needs. 4. Evaluate quarterly.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION- Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2022-23 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2022-23 school year.

Evaluation Data Sources: Student Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Provide Tier III behavior students with preventative, supportive, and responsive counseling needs and services using Counselor Pennie and Wraparound Specialist Barba. Strategy's Expected Result/Impact: Student's needs are proactively met to prevent problem behaviors. Staff Responsible for Monitoring: Rashard Pennie, Counselor; Monica Barba, Wraparound Specialist; Justin Ritsema, Principal; Amada Garza, Assistant Principal Action Steps: 1. Determine student list of Tier III behavior students with support of teachers. 2. Perform a "Student at the Center" meeting for each of the students 3. Organize counseling/services each student needs. 4. Evaluate quarterly.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION- 100% of targets will be met for SPED subpops in Domain III of Texas Accountability System and at least 80% of students will achieve Meets and Masters Level on STAAR Alt. 2.





Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 100% of targets will be met for SPED subpops in Domain III of Texas Accountability System





Evaluation Data Sources: STAAR 2021 Results

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Special Education Chair, Maranda Strong; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Measurable Objective 2: At least 80% of students will achieve Meets and Masters Level on STAAR Alt. 2

Evaluation Data Sources: STAAR Alt. 2 Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize district supports to increase capacity of new self-contained teachers. Strategy's Expected Result/Impact: Students will meet IEP goals and show success on STAAR Alt. 2. Staff Responsible for Monitoring: Self-Contained Teachers; Justin Ritsema, Principal; Maranda Strong, Special Education Chair; Amada Garza, Assistant Principal Action Steps: 1. Reach out to district staff to see available Special Education supports. 2. Schedule professional learning dates for both teachers. 3. Assess quarterly to monitor progress. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.- 100% of targets will be met for subpops as measured by Domain III of Texas Accountability System.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: Increase the percentage of students growing at least one composite level on TELPAS from 58% in 2019 to 63% in 2022.

Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Utilize Sheltered Instruction Coach Mr. Contreras for EL trainings and strategies to teach ELs both in-person and virtually. Strategy's Expected Result/Impact: Increase teacher capacity in meeting needs of English Learners. Staff Responsible for Monitoring: Dario Contreras, SEI Coach; Justin Ritsema, Principal; Amada Garza, Assistant Principal Action Steps: 1. Lead SEI trainings during pre-service. 2. Continue to provide SEI capacity building during PLC meetings. 3. Select 3/4 teachers for focused SEI support by Mr. Contreras. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Measurable Objective 2: Ensure all G/T students meet their growth goal measure as measured by Domain II of Texas Accountability System.

Evaluation Data Sources: STAAR, Domain II

Strategy 1 Details	Reviews			
Strategy 1: Ensure critical thinking opportunities for creativity and differentiation are integral parts of lessons. This will be ensured through implementation Thinking Maps and other Deeper Learning best practices (Inquiry-Based Learning, Student Agency, Project-Based learning) through PD and PLC. Strategy's Expected Result/Impact: G/T students will be challenged and grown over course of school year. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Begin IB training during Pre-Service. 2. Hold 2-day IB training covering student agency. 3. Support teachers in IB instructional techniques through PLC. 4. Monitor and adjust quarterly. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: Ensure all targets for economically disadvantaged students are met as measured by Domain III of Texas Accountability System.

Evaluation Data Sources: STAAR, Domain III

Strategy 1 Details	Reviews			
Strategy 1: Hold targeted tutorials for acceleration and intervention both throughout school day and after school. Strategy's Expected Result/Impact: Targeted student gaps will be filled through consistent interventions and monitoring of growth. Staff Responsible for Monitoring: Teachers; Interventionists; Justin Ritsema, Principal; Sharon Moore, Teacher Specialist; Courtney DeBose, Teacher Specialist; Amada Garza, Assistant Principal Action Steps: 1. Screen all students at beginning of year to determine level of need. 2. Create student groups for intervention. 3. Assign groups to appropriate interventionist. 4. Monitor progress over the course of the year and adjust accordingly. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT- Increase number of on-campus family and community events from 4 in 2021-22 to 6 in 2022-23.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Receive a Platinum Family & Community Engagement (FACE) Rating for the 8th year in a row.

Evaluation Data Sources: As determined by HISD FACE.

Strategy 1 Details	Reviews			
Strategy 1: Maintain an effective, working PTO . Strategy's Expected Result/Impact: Increase family impact on student learning. Staff Responsible for Monitoring: Ms. Garcia, FACE consultant; Justin Ritsema, Principal; Dario Contreras, FACE Liason; Amada Garza, AP; Nancy Madrigal, Parent and President of PTO Action Steps: 1. Continue to ensure PTO meetings occur. 2. Meet monthly with PTO president to determine their needs and ways to support the campus. 3. Evaluate and adjust quarterly. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Invite FACE representatives to campus for parent training seminars. Strategy's Expected Result/Impact: Increase parent capacity in supporting students academically. Staff Responsible for Monitoring: Ms. Garcia, FACE consultant; Justin Ritsema, Principal; Dario Contreras, FACE Liason; Amada Garza, AP; Nancy Madrigal, Parent and President of PTO Action Steps: 1. Conduct survey to determine areas of interest from parents. 2. Schedule all meetings for school year. 3. Implement meetings. 4. Get feedback from families regarding effectiveness of trainings and adjust appropriately. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Deneen Mickens

Estimated number of students to be screened: 550

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Deneen Mickens

Estimated number of students to be screened: 400

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Deneen Mickens

Estimated number of students to be screened: 400

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Deneen Mickens

Estimated number of students to be screened: 240

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A

Estimated number of students to be screened: N/A

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Deneen Mickens

Number of AEDs on campus: 2

Board Goal 5: N/A - Additional Campus Goals

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





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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Achieve 100% participation in all health and safety initiatives sponsored by the school.

Evaluation Data Sources: Required screening percentages, vaccination compliance, % of students receiving social emotional health supports

Strategy 1 Details	Reviews			
Strategy 1: Participate in Project Saving Smiles for 2nd grade Strategy's Expected Result/Impact: Provide dental services to students needing service. Staff Responsible for Monitoring: Participate in Project Saving Smiles for 2nd grade Action Steps: Sign up and implement as dictated by program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Screen PK, K, 1st, 3rd, and 5th for Vision and Hearing (and refer as necessary) Strategy's Expected Result/Impact: Meet hearing and vision needs of students in need. Staff Responsible for Monitoring: Deneen Mickens, School Nurse Action Steps: 1. Develop schedule for screening. 2. With support of nursing students, complete screenings. 3. Check in quarterly for progress.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide targeted social emotional health supports and preventative measures. Strategy's Expected Result/Impact: Meet needs of students needing social/emotional support to achieve academic success. Staff Responsible for Monitoring: Jodi Grodner, School Counselor and Monica Barba, Wraparound Specialist Action Steps: 1. Share system with staff of reporting students with SEL needs. 2. Develop a schedule for meeting with students. 3. Measure progress quarterly.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for 383 DeAnda Elementary School

Total SCE Funds: \$164,586.00

Total FTEs Funded by SCE: 1.9

Brief Description of SCE Services and/or Programs

We have used our compensatory education money to fund positions for 3rd Grade ELA and 90% of a 5th Grade Math position. These are two areas that the data showed area for improvement. This has also allowed for smaller class sizes across both of these grade levels.

Personnel for 383 DeAnda Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carolina Fernandez	Teacher, Bilingual	1
Jacqueline Laroza	Teacher, ESL Elementary	0.9