

Houston Independent School District
383 DeAnda Elementary School
2021-2022 Campus Improvement Plan



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 578 students. 94% of the students served by DeAnda are Hispanic, 3% are African-American, 2% are White, and <1% belong to other ethnic groups. 92% of our students are Economically Disadvantaged and our school is 100% Title 1. 64% of our students are English Language Learners. 9% of our students are in our Gifted and Talented program and 8% of our students receive special education services (including speech and/or resource). We also provide special education instruction in both a SLL (Skills for Learning and Life) and SLC (Structured Learning Classroom) classrooms.

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 2019.

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 and the IB PYP program 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 2019 school year, DeAnda received an “A” rating with a score of 95/100.

On the 2021 STAAR test, our Reading "Approaches" percentage was 76%, "Meets" was 45%, and "Masters" was 27%. Our STAAR Math "Approaches" percentage was 72%, "Meets" was 41%, and "Masters" was 24%. Our STAAR Writing "Approaches" percentage was 61%, "Meets" was 26%, and "Masters" was 9%. Finally, our Science "Approaches" percentage was 69%, "Meets" was 28%, and master's was 7%. All of these scores were lower than our 2019 results.

On the district Universal Screener, 62% of students were "At/Above Benchmark" in Reading/Early Literacy and 66% of students were "At/Above Benchmark" in Math.

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. As an IB Candidate School, and 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. Our IB candidacy continues as well as the

implementation of the IB traits. All students will learn how to exhibit those traits and how they as global learners can impact their immediate environment as well as the possibility to enact change globally through IIM project in conjunction with the IB Programme.

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: Concern about staff that a change in the curriculum (to IB) could potentially hurt our high achieving status. **Root Cause:** Due to COVID interrupting the school's journey to becoming an IB campus, training and support around IB were eliminated to focus on virtual supports. This lack of training on IB practices and time to work on implementation has left teachers feeling unsure about the change.

Priority Problems of Practice

Board Goals

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

Goal 1: Increase the percentage of students achieving "Meets" on the Reading STAAR from 45% to 60%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of students "At/Above Benchmark" on the End of Year Renaissance 360 Universal Screener will increase from 62% to 75%. Evaluation Data Sources: Renaissance 360 Universal Screener HB3 Board Goal	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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students achieving "Meets" on Snapshot Assessments will increase from 45% to 60%. Evaluation Data Sources: District Snapshots HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Implement IB instructional strategies (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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Goal 1: Increase the percentage of students achieving "Meets" on the Math STAAR from 41% to 60%

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of students "At/Above Benchmark" on the End of Year Renaissance 360 Universal Screener will increase from 66% to 80%. Evaluation Data Sources: Renaissance 360 Universal Screener HB3 Board Goal	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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students achieving "Meets" on Snapshot Assessments will increase from 41% to 55%. Evaluation Data Sources: District Snapshots HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Implement IB instructional strategies (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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: On the Mock Math STAAR in April, 55% of students will achieve "Meets". Evaluation Data Sources: Renaissance 360 Universal Screener HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6

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

Goal 1: Increase the percentage of students achieving "Meets" on both Reading and Math STAAR tests from 25% to 35%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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 66% to 80% in Math. Evaluation Data Sources: Renaissance 360 Universal Screener	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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students achieving "Meets" on Snapshot Assessments will increase from 45% to 55% in Reading and 41% to 55% in Math. Evaluation Data Sources: District Snapshots	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Implement IB instructional strategies (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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: On the Mock STAAR tests in April, 35% of students will achieve "Meets" in both Reading and Math. Evaluation Data Sources: Mock STAAR Test	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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; Naomi Cruz, Teacher Specialist; Courtney DeBose, Teacher Specialist; Sarah Harper, 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 Schoolwide Elements: 2.4, 2.5, 2.6

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

Goal 1: Increase the percentage of students receiving special education services achieving "Meets" on the Reading STAAR from 46% to 55%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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	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; Special Education Chair, Kyli Dalager; Naomi Cruz, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June





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; Kyli Dalager, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Kyli Dalager, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE- Attendance rate will increase 0.4 percentage points from 96.6% in 2020-21 to 97.0% in 2021-22.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Monthly attendance will be between 96.5%-97.5%. Evaluation Data Sources: Daily Attendance Data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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; Jodi Grodner, Counselor; Lauren Mickens, 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 Schoolwide Elements: 2.5

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; Jodi Grodner, Counselor; Lauren Mickens, 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 Schoolwide Elements: 2.5, 3.2

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 2021-22 school year.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2021-22 school year. Evaluation Data Sources: Student Discipline Data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Create campus-wide culture initiatives with character development and celebration with IB initiatives of a collaborative,

Strategy's Expected Result/Impact: Decrease discipline incidents, grow students' ability to self-manage.

Staff Responsible for Monitoring: Jodi Grodner, 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.

Strategy 2: Provide Tier III behavior students with preventative, supportive, and responsive counseling needs and services using Counselor Grodner and Wraparound Specialist Barba.

Strategy's Expected Result/Impact: Student's needs are proactively met to prevent problem behaviors.





Staff Responsible for Monitoring: Jodi Grodner, 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.

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 2021-22 school year.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Discipline referrals and Level 2, 3, and 4 offenses will decrease to 0 in the 2021-22 school year. Evaluation Data Sources: Student Discipline Data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Provide Tier III behavior students with preventative, supportive, and responsive counseling needs and services using Counselor Grodner and Wraparound Specialist Barba.

Strategy's Expected Result/Impact: Student's needs are proactively met to prevent problem behaviors.

Staff Responsible for Monitoring: Jodi Grodner, 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.

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 Details	Reviews			
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	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; Special Education Chair, Kyli Dalager; Naomi Cruz, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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; Kyli Dalager, 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 Schoolwide Elements: 2.4, 2.5, 2.6

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 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Ensure critical thinking opportunities for creativity and differentiation are integral parts of lessons. This will be ensured through growth in IB instructional techniques and student agency supported through small group and individual conferencing.

Strategy's Expected Result/Impact: G/T students will be challenged and grown over course of school year.

Staff Responsible for Monitoring: Justin Ritsema, Principal; Sarah Harper, IB Coordinator

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 Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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; Naomi Cruz, 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 Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT- Increase number of on-campus family and community events from 0 in 2020-21 to 6 in 2021-22.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Receive a Platinum Family & Community Engagement (FACE) Rating for the 7th year in a row. Evaluation Data Sources: As determined by HISD FACE.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Schoolwide Elements: 3.1, 3.2

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 Schoolwide Elements: 3.1, 3.2





Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

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

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 4 Details	Reviews			
<p>Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June





Measurable Objective 5 Details	Reviews			
<p>Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<p>Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Deneen Mickens Number of AEDs on campus: 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Measurable Objective 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

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.

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.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 383 DeAnda Elementary School

Total SCE Funds: \$130,290.92

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We have used our compensatory education money to fund a position for a teacher teaching at 1st/2nd split class. This allows for smaller class sizes across both of these grade levels. This allows us to better meet the individual needs of 1st and 2nd grade students. This is especially important because students reading ability at the end of these two grade levels is extremely predictive of their future success.

Personnel for 383 DeAnda Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Perez, Jane Kim	Tchr, Multi-Grade	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by Teacher - Mr. Contreras; AP - Ms. Garza; Ms. DeBose - TS; Mr. Ritsema - Principal; Ms. Grodner - Counselor; Ms. Cruz - Parent; Ms. Madrigal - Parent; Ms. Zapata - Parent; Ms. Smith - Teacher; Ms. Wigfall - TA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Committees were formed for each of the Needs Assessment categories- Demographics, Student Learning, School Processes and Programs, and Perceptions. Each committee included admin, teachers, and paraprofessionals.

2.2: Regular monitoring and revision

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

1. Monthly classroom walks for focus strategies.
2. Quarterly monitoring of quantitative data.
3. Weekly check-ins on teacher progress.
4. Parent check-ins for the impacts of our strategies.

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

The SIP is available to parents in the following locations:

- Campus Website
- Front office upon request
- Title I BIN

The SIP was made available to parents by:

- September 22nd

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

1. Provide targeted, high-quality intervention and acceleration for students based on their individual need and to track their progress and make instructional adjustments regularly – through the use of effective Leveled Literacy Intervention and highly effective interventionists.
2. Utilize effective coaching practices and PLCs to provide differentiated support for teachers which will lead to higher academic success for their students
3. Incorporate literacy and ELL strategies across all content areas.
4. Leverage balanced literacy strategies to continue facilitating a culture of reading and writing

2.5: Increased learning time and well-rounded education

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

1. Holding targeted tutorials for acceleration and intervention both throughout school day and after school.
2. Implementing IB instructional strategies (Inquiry-Based Learning, Student Agency, Project-Based learning) through PD and PLC.
3. Creating campus-wide culture initiatives with character development and celebration with IB initiatives of a collaborative,

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

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

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

1. Provide targeted, high-quality intervention and acceleration for students based on their individual need and to track their progress and make instructional adjustments regularly – through the use of effective Leveled Literacy Intervention and highly effective interventionists.

2. Utilize effective coaching practices and PLCs to provide differentiated support for teachers which will lead to higher academic success for their students
3. Incorporate literacy and ELL strategies across all content areas.
4. Leverage balanced literacy strategies to continue facilitating a culture of reading and writing

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent- Ms. Zapata
- PTO president- Ms. Madrigal
- Principal- Justin Ritsema
- Assistant principal- Amada Garza
- Teacher Specialists- Courtney DeBose
- Title I Coordinator- Dario Contreras

The PFE was distributed

- On the campus website on September 24th
- On paper on September 20th

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Increase social media, print, and personal communication with all parents to ensure they are receiving updates and information from the campus
2. Increase opportunities for parents to learn about how to support students at home with academics, structure, and behavior through DePelchin Center and other parent-focused organizations.
3. Implement and monitor systems to ensure school to home communication is clear and consistent.
4. Increase the number of events students and families can participate in, including parenting classes and ESL classes

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 – Sept 22 at 8:30 am
- Meeting #1 Alternate- Sept. 23 at 6:00 pm

- Meeting #2 – Nov. 17 at 8:30 am
- Meeting #2 Alternate- Nov. 18 at 6:00 pm
- Meeting #3 – Jan 12 at 8:30 am
- Meeting #3 Alternate – Jan 13 at 6:00 pm
- Meeting #4 – Feb 16 at 8:30 am
- Meeting #4 Alternate – Feb 17 at 6:00 pm

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Justin Ritsema	Principal
Administrator	Amada Garza	Assistant Principal
Classroom Teacher	Isabel Tristan	1st Grade Teacher
Parent	Nancy Madrigal	Parent
Classroom Teacher	Johnnie Carter	Enrichment Teacher
Paraprofessional	Tracy Wigfall	Teaching Assistant/Librarian
Non-classroom Professional	Deyanira Colunga	Administrative Assistant