Houston Independent School District

383 DeAnda Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

High quality instructional materials aligned to research-based instructional strategies are used in daily instruction. The leadership team, teachers, and support staff of DeAnda are very intentional with the programs and instructional materials offered to students Instructional planning sessions are held as needed to adjust the curriculum to best serve the needs of the students. Processes have been set in place to ensure each student obtains a high-level of academic instruction and socio-emotional support. Objectives and demonstration of learning are aligned to state standards with appropriate level of rigor. Multiple response strategies are embedded in daily lessons for high engagement and checks for understanding. Sheltered instruction strategies such as visuals, sentence stems and structured conversations are incorporated to meet the needs of all learners. In addition, the following instructional strategies are employed to enhance student learning: integration of technology, cooperative group work, problem-solving and reasoning, making real-world connections, inquiry-based learning, problem-based learning and project-based learning. Equally important, literacy is embedded in all content areas through writing and the use of mentor texts such as read-alouds. Data is used daily to drive instruction by gathering, tracking, and analyzing mastery of lesson content. After interim and formative assessments, teachers and instructional leaders meet in a professional learning community. This PLC data meeting serves to discuss mastery of TEKS, small group intervention, create reteach plans, spiral objectives, and enrichment opportunities. Teachers facilitate student goal-setting conferences and the information is shared with families.

Student Achievement Strengths

Based on a review of last year's student growth and achievement data the following strengths are evident. We saw an increase in Reading Meets (+0.3%) and in all three areas of Math- Approaches (+1.0%), Meets (+13.5%), and Masters (+9.6%). Our students have been on a consistent trajectory of continuous improvement since our return from COVID in Fall of 2020. 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, we were able to quickly get students back on campus in-person and the pandemic affected less students than on many other campuses. This was particularly true in the area of Reading/Language Arts. Problem of Practice: Though we've been on a growth trajectory since our return from COVID, we are having a difficult time supporting our lowest 15% of students back to grade level. Root Cause: Although our teachers are effective in pushing most students to meets or masters, they have difficulty doing this at the same time as pushing up students who enter behind multiple grade levels.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Though we've been on a growth trajectory since our return from COVID, we are having a difficult time supporting our lowest 15% of students back to grade level.   **Root Cause:** Although our teachers are effective in pushing most students to meets or masters, they have difficulty doing this at the same time as pushing up students who enter behind multiple grade levels.

School Culture and Climate

School Culture and Climate Summary

DeAnda Elementary has a positive campus culture and climate among staff, teachers and students. Teachers appreciate the positive relationship campus administrators build, as well as the consistent coaching and support throughout the school year. Like teachers, students appreciate the positive relationships they form with their teachers, administrators, and peers. Many parents have expressed how much their scholars enjoy attending school every day. This positive relationship among teachers, staff, and students attribute to their positive attitude and respect amongst all groups.

An area of growth for our campus is increasing our student attendance rate, as well as decreasing the number of student tardies. We have put in place incentive systems to help motivate students to attend school. Our students look forward to these incentives and are proving to be effective at our campus thus far.

At DeAnda, we have a low discipline referral rate. During pre-service week, teachers planned their classroom management system, as well as integrated our campus wide discipline plan. By using both systems, teachers have noticed a lower number of discipline problems in their classrooms, therefore they are able to further maximize their instructional time with little to no interruptions. When discipline problems do arise, the primary goal of administrators is to ensure the safety of all students.

Additionally, we target the social-emotional needs of our students every morning through "Morning Meetings" and on-going support by our campus counselor.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

DeAnda's student culture and climate are conducive to student learning and growth. DeAnda has a high parent involvement rate. The PTO is very active and there is a high turnout at community events held on campus. Teachers have high expectations of students and promote academic success at all grade levels. Teachers have drafted classroom management plans and constantly review the behavioral expectations.

At present, data and staff observations show that the school culture and climate improves each year. The discipline rate is low and teachers are able to effectively manage behavior. Students remark that they like coming to school and feel safe at school.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Since the beginning of COVID we have had a difficult time changing families' perception of the important of attending school every day. **Root Cause:** For the last three years, we have actively discouraged families from sending their child to school with any sort of COVID symptoms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Every year that our current accountability system has existed, we've received an "A" in Domain 2. This shows that our teachers have always effectively grown students. This is particularly true in grades 3 to 5. Our ability to maintain effective staffing is a result of two main things: 1. A strong coaching culture and 2. A commitment to a positive school culture that makes staff members want to stay. This creates a culture where our most effective teachers want to stay and contribute. This culture also makes it the case that teachers want to join the DeAnda team. When the time does come with a vacancy, we make sure to maintain a list of resumes to be prepared ahead of time.

The majority of our professional development is developed in-house to suit the specific needs of our campus. We often try to leverage the effective teachers on our campus to support others. This can happen through teachers directly leading PD, or in allowing teachers to visit each other's classroom with a focus on a specific next step. When coaching, we ensure that we keep our focus narrow and monitor for next steps in a cycle.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: As mentioned above, our coaching culture and positive school culture make people want to stay and makes people want to join the team. This accounts for our low staff turnover rate each year. We aim to continue these practices to ensure that DeAnda is a desirable place to work.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1 (Prioritized): As our staff ages, many of our most effective teachers are getting closer to retirement age.   **Root Cause:** Due to the number of veteran teachers interested in DeAnda every year, we have very few "new" teachers join DeAnda.

Parent and Community Engagement

Parent and Community Engagement Summary

Families and community members are involved in meaningful activities such as PTO meetings, Literacy Night, Coffee with the Principal, meetings with our Wraparound Specialist, Title I activities, and workshops led by FACE. Parents and community members that attend these activities often involve individuals who want to and are able to actively be present in their child's education. Some of the barriers that prevent greater parental involvement are engaging families that work full-time, single parent households, and parents who feel intimidated due to their lack of education. At DeAnda, our Wraparound Specialist and FACE coordinator work diligently to build partnerships to support our families. In fact, they are currently working on setting up ESL classes for parents, as well as technology courses for families.

Parent and Community Engagement Strengths

We are engaging with parents and the community through various activities, meetings, and workshops. One strength of our current programs is building parent knowledge. This is done through guiding parents through literacy support and technology assistance. Parents who attend programs learn to engage with their children in purposeful conversations while they read, find online resources to assist their children, and most importantly, they feel empowered to actively participate in their child's learning.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: While we have a tremendous amount of parent participation and a desire from parents to help, we have yet to leverage their support in a way that significantly impacts students learning.   **Root Cause:** We have not been able to systemize ways for families to come into the school and support student learning.

Priority Problems of Practice

Problem of Practice 1: Though we've been on a growth trajectory since our return from COVID, we are having a difficult time supporting our lowest 15% of students back to grade level.

Root Cause 1: Although our teachers are effective in pushing most students to meets or masters, they have difficulty doing this at the same time as pushing up students who enter behind multiple grade levels.

Problem of Practice 1 Areas: Student Achievement

Problem of Practice 2: As our staff ages, many of our most effective teachers are getting closer to retirement age.

Root Cause 2: Due to the number of veteran teachers interested in DeAnda every year, we have very few "new" teachers join DeAnda.

Problem of Practice 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: Raise the level of rigor of student tasks as measured by Webb's Depth of Knowledge levels in order to increase percentage of students achieving "Masters" on STAAR.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

Indicator 1: The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

Indicator 2: The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Specific Action 1 Details	Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	Feb	Mar	Apr	June
Introduce DoK during pre-service through activity allowing teachers to identify/increase rigor of real instructional tasks. Provide structured lesson planning during pre-service with a focus on increasing DoK. Provide structured lesson planning during pre-service with a focus on alignment. Review teacher lesson plans weekly to ensure DOK 2+ activity in all lessons. Review teacher lesson plans weekly to ensure aligned LO, DOL, and lesson activities in all lessons. Implement weekly "Key Action" walks focused on DoK integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing DOK and alignment during PLC. Evaluate impact of DoK 2+ activities after MOY NWEA and each TEA Interim exam. **Staff Actions** Attend, and participate in, trainings on DoK during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on DoK during Pre-Service and PLCs. Plan for/implement DOK Level 2+ activity in every lesson, every day. Ensure alignment of LO, DOL, and lesson activities in lesson plans and in lesson implementation. Monitor student data to ensure at least 60% of students on track to achieve "Meets" or higher by the end of the year and adjust instruction appropriately.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 1: Raise the level of rigor of student tasks as measured by Webb's Depth of Knowledge levels in order to increase percentage of students achieving "Masters" on STAAR.

Indicator of Success 2: In 90% of DeAnda spot observations in April, a task of Depth of Knowledge "2" or higher will be observed.

    Indicator 1: In 80% of DeAnda spot observations in October, a task of Depth of Knowledge "2" or higher will be observed.

    Indicator 2: In 85% of DeAnda spot observations in February, a task of Depth of Knowledge "2" or higher will be observed.

Specific Action 1 Details		Reviews		
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Introduce DoK during pre-service through activity allowing teachers to identify/increase rigor of real instructional tasks. Provide structured lesson planning during pre-service with a focus on increasing DoK. Provide structured lesson planning during pre-service with a focus on alignment. Review teacher lesson plans weekly to ensure DOK 2+ activity in all lessons. Review teacher lesson plans weekly to ensure aligned LO, DOL, and lesson activities in all lessons. Implement weekly "Key Action" walks focused on DoK integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing DOK and alignment during PLC. Evaluate impact of DoK 2+ activities after MOY NWEA and each TEA Interim exam. **Staff Actions** Attend, and participate in, trainings on DoK during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on DoK during Pre-Service and PLCs. Plan for/implement DOK Level 2+ activity in every lesson, every day. Ensure alignment of LO, DOL, and lesson activities in lesson plans and in lesson implementation. Monitor student data to ensure at least 60% of students on track to achieve "Meets" or higher by the end of the year and adjust instruction appropriately.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 1: Raise the level of rigor of student tasks as measured by Webb's Depth of Knowledge levels in order to increase percentage of students achieving "Masters" on STAAR.

Indicator of Success 3: DeAnda students will show a growth of 1.2 grade levels by the EOY NWEA MAP Exam

    Indicator 1: DeAnda students will show a growth of 0.6 grade levels by the MOY NWEA MAP Exam

Specific Action 1 Details	Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Introduce DoK during pre-service through activity allowing teachers to identify/increase rigor of real instructional tasks. Provide structured lesson planning during pre-service with a focus on increasing DoK. Provide structured lesson planning during pre-service with a focus on alignment. Review teacher lesson plans weekly to ensure DOK 2+ activity in all lessons. Review teacher lesson plans weekly to ensure aligned LO, DOL, and lesson activities in all lessons. Implement weekly "Key Action" walks focused on DoK integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing DOK and alignment during PLC. Evaluate impact of DoK 2+ activities after MOY NWEA and each TEA Interim exam. **Staff Actions** Attend, and participate in, trainings on DoK during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on DoK during Pre-Service and PLCs. Plan for/implement DOK Level 2+ activity in every lesson, every day. Ensure alignment of LO, DOL, and lesson activities in lesson plans and in lesson implementation. Monitor student data to ensure at least 60% of students on track to achieve "Meets" or higher by the end of the year and adjust instruction appropriately.				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies in order to increase the percentage of students showing growth on TELPAS.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Indicator of Success 1:** The number of students showing growth on TELPAS will increase from 54% in 2023 to 60% in 2024.

Specific Action 1 Details				Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?				**Formative**			**Summative**
School Leaders' Actions				**Feb**	**Mar**	**Apr**	**June**
Introduce Multiple Response Strategies (MRSs) during pre-service both explicitly and modeling through our sessions. Provide structured lesson planning during pre-service with a focus on MRS inclusion. Review teacher lesson plans weekly to ensure MRSs included in all lessons. Implement weekly "Key Action" walks focused on MRSs integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing MRSs during PLC. Evaluate impact of MRSs after MOY NWEA and each TEA Interim exam. **Staff Actions** Attend, and participate in, trainings on MRSs during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on MRSs during Pre-Service and PLCs. Plan for/implement MRSs at least every 4 minutes in every lesson, every day. Monitor student data to ensure at least 60% of students on track to achieve "Meets" or higher by the end of the year and adjust instruction appropriately.							
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue							

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies in order to increase the percentage of students showing growth on TELPAS.

Indicator of Success 2: 90% of DeAnda spot observations in April will show a "3" or higher in the category of "Engagement".

    Indicator 1: 75% of DeAnda spot observations in October will show a "3" or higher in the category of "Engagement".

    Indicator 2: 85% of DeAnda spot observations in February will show a "3" or higher in the category of "Engagement".

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Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
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0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies in order to increase the percentage of students showing growth on TELPAS.

Indicator of Success 3: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

> **Indicator 1:** The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

> **Indicator 2:** The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Specific Action 1 Details		Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Introduce Multiple Response Strategies (MRSs) during pre-service both explicitly and modeling through our sessions. Provide structured lesson planning during pre-service with a focus on MRS inclusion. Review teacher lesson plans weekly to ensure MRSs included in all lessons. Implement weekly "Key Action" walks focused on MRSs integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing MRSs during PLC. Evaluate impact of MRSs after MOY NWEA and each TEA Interim exam. **Staff Actions** Attend, and participate in, trainings on MRSs during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on MRSs during Pre-Service and PLCs. Plan for/implement MRSs at least every 4 minutes in every lesson, every day. Monitor student data to ensure at least 60% of students on track to achieve "Meets" or higher by the end of the year and adjust instruction appropriately.					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Key Action 3: Utilize the RACS and RACES strategies to increase consistency in writing instruction across grade-level and content areas to increase student performance no the STAAR extended constructed response items.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The percentage of students scoring 6/10 or higher on STAAR extended constructed response will increase from 32% in 2023 to 60% in 2024.

| Specific Action 1 Details		Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Introduce RACS and RACES during pre-service by modeling their use for teachers' specific grade-level strand. Provide structured lesson planning during pre-service with a focus on writing inclusion with a focus on RACS and RACES. Review teacher lesson plans weekly to ensure writing prompts included in all lessons. Implement weekly "Key Action" walks focused on writing integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing writing/RACS/RACES during PLC. Evaluate impact of RACS/RACES after each Amplify unit assessment.					
Staff Actions					
Attend, and participate in, trainings on writing/RACS/RACES during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on RACS/RACES, building ECR prompts and creating exemplary responses/rubrics. Plan for/incorporate writing into reading comprehension LOs. Include writing in all content areas (including at least 2X a week in science). Requiring students to type responses in grades 3-5 and second semester grade 2. Monitor student data to ensure at least 60% of students on track to score 6/10 or higher on their ECR this year.					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Key Action 3: Utilize the RACS and RACES strategies to increase consistency in writing instruction across grade-level and content areas to increase student performance no the STAAR extended constructed response items.

Indicator of Success 2: By April, at least 80% of students will show mastery on the writing portion of the Amplify unit assessments.

    Indicator 1: By October, at least 60% of students will show mastery on the writing portion of the Amplify unit assessments.

    Indicator 2: By February, at least 60% of students will show mastery on the writing portion of the Amplify unit assessments.

Specific Action 1 Details	Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Introduce RACS and RACES during pre-service by modeling their use for teachers' specific grade-level strand. Provide structured lesson planning during pre-service with a focus on writing inclusion with a focus on RACS and RACES. Review teacher lesson plans weekly to ensure writing prompts included in all lessons. Implement weekly "Key Action" walks focused on writing integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing writing/RACS/RACES during PLC. Evaluate impact of RACS/RACES after each Amplify unit assessment. **Staff Actions** Attend, and participate in, trainings on writing/RACS/RACES during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on RACS/RACES, building ECR prompts and creating exemplary responses/rubrics. Plan for/incorporate writing into reading comprehension LOs. Include writing in all content areas (including at least 2X a week in science). Requiring students to type responses in grades 3-5 and second semester grade 2. Monitor student data to ensure at least 60% of students on track to score 6/10 or higher on their ECR this year.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Key Action 3: Utilize the RACS and RACES strategies to increase consistency in writing instruction across grade-level and content areas to increase student performance no the STAAR extended constructed response items.

Indicator of Success 3: The percentage of students achieving "Meets" or higher on STAAR will increase from 54% in 2023 to 60% in 2024.

    Indicator 1: The percentage of students achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 50%.

    Indicator 2: The percentage of students achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 55%.

Specific Action 1 Details		Reviews		
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Introduce RACS and RACES during pre-service by modeling their use for teachers' specific grade-level strand. Provide structured lesson planning during pre-service with a focus on writing inclusion with a focus on RACS and RACES. Review teacher lesson plans weekly to ensure writing prompts included in all lessons. Implement weekly "Key Action" walks focused on writing integrated into weekly coaching visits every 4th week, debrief walks with team and share data with staff after walks. Continue to provide structured lesson planning with a focus on increasing writing/RACS/RACES during PLC. Evaluate impact of RACS/RACES after each Amplify unit assessment. **Staff Actions** Attend, and participate in, trainings on writing/RACS/RACES during Pre-Service and PLCs. Attend, and participate in, structured planning sessions with a focus on RACS/RACES, building ECR prompts and creating exemplary responses/ rubrics. Plan for/incorporate writing into reading comprehension LOs. Include writing in all content areas (including at least 2X a week in science). Requiring students to type responses in grades 3-5 and second semester grade 2. Monitor student data to ensure at least 60% of students on track to score 6/10 or higher on their ECR this year.				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Key Action 4: Increase the level of support provided to students and teachers in order to increase outcomes for students receiving Special Education services.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase the percentage of students receiving Special Education services achieving "Meets" on STAAR from 23.5% to 30%.

Indicator 1: The percentage of students receiving Special Education services achieving "Meets" or higher on the Fall TEA Interim Assessments will be at least 26%.

Indicator 2: The percentage of students receiving Special Education services achieving "Meets" or higher on the Spring TEA Interim Assessments will be at least 28%.

Specific Action 1 Details		Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
Begin during pre-service orienting teachers to their students' IEPs and allow them to meet with the Special Education Chair and teachers who have previously worked with the students to discuss the best ways to provide accommodations. Allow for check-ins between teachers and Special Education Chair to ensure accommodations are being provided and that they're contributing to student growth. Set deadlines for special education progress monitoring reports that are a week ahead of actual deadline to ensure reports are completed on time. Create master document of upcoming ARD meetings to ensure all parties involved are clear on dates ahead of time and fully prepared for meetings. Coach general education teachers specifically on whether they're instructional techniques are meeting the accommodations included in students' IEPs. Coach self-contained special education teachers with same frequency of all teachers and ensure best practices are implemented.					
Staff Actions					
Teachers use pre-service as opportunity to internalize students' IEPs and collaborate with former teachers to make plan to meet students' needs by providing accommodations and address IEP goals. Teachers attend, and participate in, check-ins with Special Education chair to review IEP goal progress and make adjustments to instructional techniques. Teachers monitor students' academic progress and growth on IEP goals and adjust instruction accordingly. Special education teachers submit progress monitoring reports ahead of time. Special education teachers receive coaching feedback and implement next steps.					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Key Action 4: Increase the level of support provided to students and teachers in order to increase outcomes for students receiving Special Education services.

Indicator of Success 2: DeAnda students receiving Special Education services will show a growth of 1.2 grade levels by the EOY NWEA MAP Exam

    Indicator 1: DeAnda students receiving Special Education services will show a growth of 0.6 grade levels by the MOY NWEA MAP Exam

Specific Action 1 Details	Reviews			
Specific Action 1: What Specific Action steps will the building leaders and the staff take to accomplish the objective?	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Begin during pre-service orienting teachers to their students' IEPs and allow them to meet with the Special Education Chair and teachers who have previously worked with the students to discuss the best ways to provide accommodations. Allow for check-ins between teachers and Special Education Chair to ensure accommodations are being provided and that they're contributing to student growth. Set deadlines for special education progress monitoring reports that are a week ahead of actual deadline to ensure reports are completed on time. Create master document of upcoming ARD meetings to ensure all parties involved are clear on dates ahead of time and fully prepared for meetings. Coach general education teachers specifically on whether they're instructional techniques are meeting the accommodations included in students' IEPs. Coach self-contained special education teachers with same frequency of all teachers and ensure best practices are implemented. **Staff Actions** Teachers use pre-service as opportunity to internalize students' IEPs and collaborate with former teachers to make plan to meet students' needs by providing accommodations and address IEP goals. Teachers attend, and participate in, check-ins with Special Education chair to review IEP goal progress and make adjustments to instructional techniques. Teachers monitor students' academic progress and growth on IEP goals and adjust instruction accordingly. Special education teachers submit progress monitoring reports ahead of time. Special education teachers receive coaching feedback and implement next steps.				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

State Compensatory

Budget for 383 DeAnda Elementary School

Total SCE Funds: $177,775.00
Total FTEs Funded by SCE: 1.8
Brief Description of SCE Services and/or Programs

Full amount, $177,291 funds positions, $174 General Supplies, $310 Substitute Teachers

Personnel for 383 DeAnda Elementary School

Name	Position	FTE
Carolina Fernandez	Teacher Bilingual	1
Jacqueline Laroza	Teacher, ESL Elementary	0.8

Title I Personnel

Name	Position	Program	FTE
Axa Moreno	Teacher, Class Size Reduction	Bilingual	1
Isabel Tristan	Teacher, Class Size Reduction	Dual 1st ESL	1