Canutillo Independent School District

Deanna Davenport Elementary School

2017-2018 Campus Improvement Plan

Mission Statement

The Deanna Davenport Community will become self-motivated citizens, problem solvers of sound character, and achieve the highest academic and social standards to be prepared for the future.

Vision

Deanna Davenport Elementary students will be actively engaged in the learning process as they acquire the skills and knowledge needed to become responsible, contributing citizens to society.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Demographics

Demographics Summary

The population at Deanna Davenport represents the lowest socio-economic community area in Canutillo Independent School District. Deanna Davenport Elementary serves approximately 420 students. The school serves students in Pre-K through Fifth grade. DDE has maintained the same enrollment for the past 5 years. A dual language program (English and Spanish) is offered PreK-5th grade. The ethnicity distribution in the campus is 99% Hispanic and 1% White. 86% of our students are economically disadvantaged and they are identified as at-risk students. 65% percent of the students are learning English Language Learners. GT enrollment has increased over the last 5 years, 10% of our students are coded as GT students and only 3% of the students are identified in need of special education. Attendance rate is maintained at 96.8%. Student/teacher ratio: 18 to 1 in the bilingual classes 26-28 in the English monolingual classes.

At Deanna Davenport all teachers and instructional paraprofessionals are highly qualified.The district has a well established recruitment program through the Human Resources Division. Deanna Davenport has a low turn over rate, most of our teachers stay at the campus until retirement. DDE uses T-TESS teacher appraisal system to appraise teachers. Walkthroughs and observation conferences offer positive ways to improve teacher praxis. Deanna Davenport will continue piloting the SLO state initiative (Student Learning Objective) in every classroom. Teachers at Deanna Davenport participate in the PLTW (Project Lead The Way) STEM program. DDE has an ILT (Instructional Leadership TEAM) with a representative at each grade level. A minimum of a teacher in kindergarten, first, second and 5th grade is STEM certified teacher through the PLTW program. By the end of 2018, each grade level will have at least one TOT STEM teacher through PLTW. Professional Development based on individual needs, grade level needs, campus initiatives, survey from district, through walkthrough observations, teacher formative assessment and PLC.

No teachers reporting long term absences. Majority of absences due to staff development (SD).

Demographics Strengths

Enrollment has been consistent in the past years.
Bilingual and resource Sp Ed students show success in middle school. DDE students in general are successful and perform at readinness index in middle school.EL students academically successful both in and out of our bilingual program.
10% of student population identified as GT

Student/teacher ratio: 18 to 1; however, monolingual classes sometimes reach 26-28 student ratio.

Highly qualified teachers and paraprofessionals to serve students at DDE. The majority of teachers are proficient according to T-TESS.

Delivery of instruction is monitored at DDE. Administrators provide feedback to teachers through T-TESS (walkthroughs, observations, pre/post conference, and teacher reflections).DDE has high employee retention/minimal turnover.
Before hiring a new teacher, applicants are screened by HR to ensure the applicants meet criteria set by state standards.
District level teacher mentor program (New Teacher Academy) results in positive impact, constant feedback, support for new teachers, improved practices.
New teachers are supported at DDE by providing professional development to enhance their instructional strategies.
DDE participates in the PLTW program and teachers are being certified as STEM teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Oversized classes make it difficult for teachers to close the learning gap and teach at high levels of rigor for students to achieve college readiness. Student/teacher ratios average 27 to 1 in monolingual classes. **Root Cause**: 1.There is a shortage of high quality substitute teachers to fill vacancies. 2. District policy that does not allow substitute teachers to work more than 3 days per week hurts student learning

Student Academic Achievement

Student Academic Achievement Summary

2016-2017 STAAR passing scores **met State Standars** and the campus maintained the meet standards status at state level. English proficiency increased the number of students performing at grade level. 5th grade the highest passing scores in the STAAR tests for reading and math. Teachers at Deanna Davenport participate in the PLTW (Project Lead The Way) STEM/PBL program. A minimum of a teacher in kindergarten, first, second and 5th grade is STEM certified teachers through the PLTW program. In 2017-2018 all grade levels will have a STEM TOT teacher. All grade level monitor reading through ISTATION and reading records. Data guides instruction at DDE. Use of online programs to disaggregate data such as Eduphoria. Use of online programs such as Education Galaxy, STEM Scopes, Reasoning Minds, and ISTATION to reinforce concepts. Individual students' needs are met through guided instruction in the classroom, after school tutoring, Saturday Camps or through an intervention provided by an academic tutor during in-school hours.

Student Academic Achievement Strengths

Eduphoria to disaggregate data by SEs, grade, and district assessments.
Use of Istation for interventions, monitoring, and assessments. Running records to include reading fluency and reading level for all students
Availability of Education Galaxy to reinforce concepts and improve student achievement.
Availability of resources to improve STAAR scores such as but not limited to: Mentoring Minds, Kamico, STAAR Ready, STEMscopes.
STAAR ready time during regular school day, Saturday School and Aafter-school tutoring.
Instruction through Academic Tutors to meet individual needs.
Implementation of PBL (Project Based Learning). 45 min PLC Planning on a daily basis, every month ½ Day Planning, 90 min. planning,

Met state standards in the STAAR test. ELL students testing in English are showing success.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Instruction at low DOK levels and lacking rigor does not allow students to achieve at college readiness. **Root Cause**:
1.Individualized interventions are not starting early enough or are not being implemented with consistency. 2. Inconsistency in integrating PBL in the daily instruction. 3. Inconsistency in integrating differentiated instruction.

School Processes & Programs

School Processes & Programs Summary

Deanna Davenport is a Project Lead the Way Campus (STEM Campus). DDE implements The Art and Science of Teaching. Campus' resources are tightly aligned with state standards. Through walk-through observations, teachers are monitored to fully implement the curriculum. Common assessments are PLC developed and used to measure student achievement. Assessment score analysis impact curriculum and instructional decisions. Placement of students in any program is based on data analysis, observations, and student study team meetings and assessments.

Deanna Davenport provide Guided Reading and Guided Math strategies to improve student achievement. DDE offers enrichment instrument, choir, folkloric,and robotics classes. DDE offers the Mother/Daughter, and the Father/ Son enrichment programs for 4th and 5th grade to motivate and engage students to pursue a higher education. DDE offers basketball for 3rd-5th grade students.

At Deanna Davenport all teachers and instructional paraprofessionals are highly qualified.The district has a well established recruitment program through the Human Resources Division. Deanna Davenport has a low turn over rate. DDE uses T-TESS teacher appraisal system to apparise teachers. Deanna Davenport pilots the SLO state initiative (Student Learning Objective). Teachers at Deanna Davenport participate in the PLTW (Project Lead The Way) STEM program. Deanna Davenport maximizes the amount of time spent in instruction by offering extended day instruction, Saturday Camps, extended year instruction and the services of academic tutors. Technology proficiencies are evaluated through State Technology Charts and data reveals an increase in the use of technology at DDE. Technology support is available for students through three upgraded computer labs and five rolling labs. There at least 4 computers per classroom. IPADS to integrate the Project Lead the Way program. IPADS for instrument instruction. All classrooms upgraded with ceiling infocuses. All classrooms upgraded with document cameras.

Students, teachers, parents and community members' perceptions of the school are assessed annually by the district through surveys. The responses indicate that students and community feel safe and trust the educational decisions made at the campus. The majority of the community responded that they feel welcome at DDE.

School Processes & Programs Strengths

Teachers at DDE do analysis of data to plan interventions. Frequent quizzes/tests to check for understanding are provided in every classroom.
Use of TEKS Resource to deliver curriculum and to follow District YAG . Use of a STEMSCOPES, Guided math and readong, Education Galxy, ISTATION and other instructional programs to monitor progress and provide extended practice.Use of online programs aligned to TEKS. Use of multiple strategies (Kagan, Guided Reading, Guided Math…).
Data provides a clear picture of student performance. and use of Lead4ward to determine which SEs will be tested. Use of Eduphoria as a data base program. Data guides instruction and interventions. Each teacher keeps Individual Student Data Folders and Running Records for all students. At Risk and Failure Reports are kept to monitor students' success and to provide individual support.Use targeted interventions based on data analysis through academic tutors, extended day, and extended week. RTI monitoring.

Highly qualified teachers and paraprofessionals. Teachers' delivery of instruction isproficient (rock solid) according to T-TESS. Feedback given to teachers through T-TESS (walkthroughs, observations, pre/post conference, and teacher reflections.
New staff is screened by HR to ensure teachers meet criteria set by state standards.
High employee retention/minimal turnover
District level teacher mentor program (New Teacher Academy) results in positive impact, constant feedback, support for new teachers, improved practices.
New staff is supported and provided with classroom materials and professional development

DDE technology has improved over the last few years. A new technology plan to integrate 21st century skills will be developed by the Technology Leadership Team (TLT) for 2017-2018.
DDE provides academic resources, musical equipment, robotics, dance and PE equipment and soccer field/multi-sports courts to meet the cognitive, social and emotional needs of our students.Once academic expectations were set at a higher level, behavior and academic performance greatly improved.

Davenport has several committees to oversee the delivery of instruction, facilities maitenance and campus desicion making such as CIC, DAC, Benefits Committee, CNA, CIP, PBSI, LPAC, SHAQ, etc. Teachers' decision making through campus committees.
Periodic surveys on perceptions (safety, food, etc.) Parents feel that academic needs of students are being met.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The lack of instructional resources make it difficult for teachers to fully implement STEM/PBL programs. **Root Cause**: Campus needs funds and district support to fully implement innovative STEM/PBL programs.

Perceptions

Perceptions Summary

As per OHI survey performed in May 2017, DDE needs to improve in the areas of Adaptation, innovativeness and Autonomy. Specific activities and strategies to promote Autonomy, Adaptation and Innovativeness will be offered during the school year. In addition, Deanna Davenport Elementary has procedures in place to promote safety such as EOP (Emergency Operation Plan), No Place for Hate, PBSI(Positive Behavior student Initiative). No Place for Hate Initiative will continue for the 7th year at DDE and students' behavior has improved to a minimum number of referrals.

Communication is sent English and Spanish to meet parents' needs. Communication such as the schools' website,phone master messages, letters, newspaper articles, is sent in a timely manner. Parent education and other services are available to help develop healthy families and strong parent/school relationships such as but not limited to Operation School Bell, Operation Noel, Health Fair, Safety Meetings, Parent Advisory Committee meetings and other school events. Monthly PAC (Parent Advisory Committee) meetings are offered at DDE where parents can expresses their concerns and doubts to the campus principal.

Perceptions Strengths

Saturday workshops for parents are offered at DDE.
DDE has representatives that participate in district level parent leadership meetings.
Nutrition classes for parents are offered at the campus.
All communications going to parents are bilingual.
Parent liaison submits referrals to agencies as needed.
DDE has partnerships with businesses that helps us with incentives for students and teachers.
In district surveys, students and parents expressed that they feel safe in school.
Parents do not disturb classes during instructional time. They attend meetings before and after school as well as during conference hours.
Safety Doorbell very helpful to monitor who is at the campus. Weekly security checks.
Behavior has improved at DDE due to participation in NPFH, PBIS, Shac and catch acitivities.
Participation in extracurricular activities for grades 2nd-5th such as robotics, instrument, basketball,choir and folkloric has been influential in improving behavior at DDE. In addition, Book of the Month (NPFH), Counselor's sessions, PLC Planning have helped in teaching the students' accountability for their own learning.   A Family Reading Night is conducted by the librarian, parent liaison and reading interventionist teacher to model reading dtrategies to parents.Parental participation in CIC, LPAC, CATCH. Community donation of supplies and backpacks for students in 3rd and 4th grade. DDE has 2 Parent/Teacher Conferences. Operation Noel, Health Fair, Mammogram on Wheels, Parenting classes and other community involvement activities are offered at Deanna Davenport. DDE is PIE with Forth Bliss, La Fe Clinic, EPCC partnership,Starbuck's and other community agencies and businesses.Teachers dedicated to students no matter how big the class. Teachers trust each other independent and supportive of each other. Students expressed that they feel cared for. Discipline referrals are for the most part not serious infractions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to increase student attendance and decrease discipline incidents to ensure all students are actively engaged in their learning.
Root Cause: 1. Monitoring of student attendance is inconsistent. 2.Inconsistency in discipline implementation. 3. Inconsistency in PBIS implementation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Other additional data

Goals

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: 100% of CNA recommendations are completed by May 2018.

Evaluation Data Source(s) 1: Improved campus performance, safety and OHI.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Complete campus improvements as per district's master plan and DDE needs assessment priorities.	1, 10	Facilities Director Campus Admin Budget Manager	Improved campus performance, safety and OHI.				
✓ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: Throughout the school year 2017-2018, DDE will maintain 100% compliance with the Security Audit Plan of Action to ensure student and staff safety.

Evaluation Data Source(s) 2: Compliance report with EOP procedures.

Summative Evaluation 2:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Critical Success Factors CSF 6 1) 1) Update the Emergency Operations Plan as needed.	1	EOP Incident Command and CISD EOP Risk Manager Officer.	Planning Team Meetings as required by CISD will ensure compliance with EOP procedures.				
Critical Success Factors CSF 3 CSF 6 2) All staff will receive training regarding the Emergency Operation Plan and School Safety throughout the school year. District Risk Management Specialist and campus EOP Team will provide topics and training for teachers throughout the year.	1, 10	District Risk Management Specialist, EOP Team	Safety Drill practice will ensure safety of all students and follow up of standard EOP procedures.				
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Goal 1: Provide a Safe & Secure Environment

Performance Objective 3: During the school year, 100% of DDE staff and students will implement the School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

    Evaluation Data Source(s) 3: PBIS data binder.

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews Formative Nov	Jan	Mar	Reviews Summative June
Critical Success Factors CSF 5 CSF 6 1) A campus administrator will coordinate the implementation of School Wide Positive Behavior Intervention Support (PBIS). PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices. A member of the PBIS team will attend local PBIS meetings and will disseminate information to the Team.	10	Assistant Principal Counselor PBIS Committee	Awareness to identify and report bullying.				
Critical Success Factors CSF 5 CSF 6 2) DDE will continue implementing the "No Place for Hate" district wide initiative.	1, 10	Assistant Principal Counselor PBIS Team Teachers Student reps	DDE being designated as a No Place for Hate School in 2018.				
✔ = Accomplished ➡ = Continue/Modify 🔶 = Considerable 🔶 = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 4: During the school year , DDE will implement the Coordinated School Health (CSH) Program to develop 100% of DDE students' emotional, mental, learning, physical, and social aspects.

Evaluation Data Source(s) 4: FITNESSGRAM reports, CHS meeting data binder, and nurse's records.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All elementary students will participate in Moderate to Vigorous Physical Activity (MVPA) for a minimum of 30 minutes per day or 135 minutes per week while providing instruction from CSH and TEKS.Conduct the mandated FITNESSGRAM assessment for students during Physical Education. Safety procedures to be established if the student/teacher ratio is greater than 45 to 1 in a physical education class.		PE Teachers Campus administrators CSH Committee Counselor	Improved FITNESSGRAM reports.				
2) DDE will provide at least one representative for the district School Health Advisory Committee (SHAC). DDE SHAC and CSH committees will quarterly meet to monitor program implementation.		Coordinated SHAC Team CSH Committee, CATCH Committee: Nurse, Campus administrators, PE/ Health Teachers, Counselor, Parent Liaison, Parents, Cafeteria Manager	Improved School Health Program at DDE.				
Critical Success Factors CSF 5 3) All DDE students will have access to a highly qualified registered nurse to conduct the required state, local, and district health screening.	1, 10	Nurse	Effective nursing care and document students' records				
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Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2018, 85% of Kinder, first and second grade students will acquire the recommended fluency rate as indicated by the state (1st 60-90 wpm, 2nd 80-120 wpm and District benchmark for kindergarten 30-45 wpm)

Evaluation Data Source(s) 1: Running records/ Istation reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Teachers will display and teach frequency words for students to acquire the fluency rates indicated by the performance objective.	9	IC Teachers Admin	Improved fluency and reading levels.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By June 2018, 85% of all first and second grade students will be reading at grade level as measured by ISTATION Tier 1.

   Evaluation Data Source(s) 2: ISTATION Tier Report

   Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Teachers will keep Running Records and data binders to monitor and ensure that PreK-2nd grade students will be promoted to the next level performing at Tier 1 on the ISTATION.	8, 9	IC Teachers Admin	Close monitoring of students' performance and identification of students' need to provide differentiated instruction.				
✔ = Accomplished ➡ = Continue/Modify ◗ = Considerable ◖ = Some Progress ● = No Progress ✖ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: In 2017-2018 DDE students 3-5 will improve the STAAR scores to a minimum of 85% passing in all tested subjects increasing the number of Master and Meet Expectation percetange by 5%.

      Evaluation Data Source(s) 3: STAAR scores and State Distinctions

      Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) 1) Examine gaps by PLC, TEKS (tested) to increase in readiness standards in reading, math, science and writing.	8, 9	IC Teachers Admin	Close monitoring of students' performance and identification of students' need to provide differentiated instruction.				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.	8, 9	IC Teachers Admin	Close monitoring of students' performance and identification of students' need to provide differentiated instruction.				
Critical Success Factors CSF 1 CSF 2 3) Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS , including copy paper for online resources such as Eduphoria, TEKS resources, Galaxy, STEM Scopes, etc.	8, 9, 10	IC Teachers Admin	Provide resources to help students activate learning				
Critical Success Factors CSF 1 CSF 4 4)) All teachers will display vocabulary related to the core subject, anchor charts to YAG concepts and thinking maps for rigorous instruction.	8, 9	IC Teachers Admin	Word Walls and anchor charts are resources and strategies that help students retain concepts in the long term memory				
Critical Success Factors CSF 1 CSF 4 CSF 7 5) K - 5th grade level teachers will receive professional development in the 21st Century Skills and PBL by Dr. Althoff/Region 19 and other researched based trainings in areas of need to meet performance objectives.	1, 5, 10	IC Teachers Admin Budget Manager	Implementation of Students' PBL projects through Genius Hour and PBLT				

Critical Success Factors	1, 8, 9	IC Teachers Admin	Intensive focused intervention that will increase students' academic success.				
CSF 2 CSF 4							
6) Student struggling in the core subjects will receive additional support through Saturday Camp Instruction.							
Critical Success Factors	4, 8, 9	Administration Teachers	1. Monthly compositions and writing samples per grade level based on the Book of the Month as a sample that writing is happening at all grade levels. 2. Interactive Journals as a sample that writing is happening at all grade levels and in all core subjects.				
CSF 1 CSF 2 CSF 4 CSF 7							
7) Professional Development in the Writing Academy offered by C and I ELAR Coordinator.							
Critical Success Factors	9	IC Teachers Admin	Science Fair Students' projects (participation) will help them improve their science scores and increase performance at higher levels of rigor.				
CSF 1 CSF 4							
8) DDE will host a science fair to improve science STAAR scores and close the achievement gaps.							

✔ = Accomplished   ➡ = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 4: 100% of our student population will participate in Social Studies with integrated project based learning projects and/or rigorous instruction based on the TEKS curriculum.

Evaluation Data Source(s) 4: PBL projects and social studies 9 week period monitoring.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Use of teacher created assessments or TEKS resource assessments to monitor the learning of social studies concepts.	2, 9, 10	teachers IC admin	Students will be exposed to TEKS at the readiness level to ensure they perform at grade level in middle school.				

✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 5: In 2017-2018 100% of the students in K-5th grade will receive instruction through Guided Reading and Guided Math for a minimum of 20-30 min daily to close the achievement gaps.

Evaluation Data Source(s) 5: Running records data, data analysis documentation.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) All classrooms will have visible learning stations, display relevant anchor charts, and establish routines to provide guided instruction.	2, 8, 9	IC Teachers Admin	Guided Instruction time and intervention data to differentiate instruction and close gaps.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: 100% of DDE students in grades K-5th will participate two PBL modules a year from Project Lead the Way to integrate 21st Century Skills and academic rigor so students perform at a college readiness level.

Evaluation Data Source(s) 6: PLTW projects and products. Genius Hour participation and PBL projects.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) PLTW Instructional resources K-5th grade	2, 9	Budget Manager IC Admin	Implementation of 21st Century Skills through PLTW modules to increase rigor in learning.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers in 3rd and 4th grade and DDE librarian will attend TOT at Tyler, TX or at any PLTW location to be certified as lead PLTW teachers.	3, 4	teachers IC Admin	TOT teachers will ensure PLTW modules are implemented with rigor so students can perform at the level of college readiness.				
✔ = Accomplished　➡ = Continue/Modify　◕ = Considerable　◔ = Some Progress　⚪ = No Progress　✖ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By the end of the 2017-2018, 100% of our student population will participate in integrated technology activities and project based learning including the use of CISD programs such as, but not limited to, ISTATION, Accelerated Reading Program, Education Galaxy, Genius Hour and PLTW.

Evaluation Data Source(s) 7: PLTW projects and products. Gernius Hour participation and PBL projects.
New Technology CIP to integrate technology and digital learning during instruction.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Purchase to enhance technology resources such as instructional software, computers, and laptops or other media equipment to engage at risk students in presentations and projects that develop their skills in the use of technology and that sustain online CISD programs to include but not limited to ISTATION, Accelerated Reader, Project Share ESTAR and MSTAR, Galaxy, STEM Scopes, etc.	8, 9	Teachers, Instructional Coach, Media Specialist, and Technology Committee.	Increase technology integration in all subjects.				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 2) Technology Leadership Team (TLT) will meet regularly to update and monitor technology plan and plan for professional development.	1, 2, 9, 10	Technology Leadership Team (TLT)	Increased use of technology				
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Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the end of the 2017-2018, 80% of the special education students will meet state benchmarks.

Evaluation Data Source(s) 8: Percentage of Special Education performing at grade level will increase 2% from last year's percentage.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Provide the least restrictive environment for our Special Education students, such as Inclusion in the Regular classroom and team-teaching; and utilize research based programs in special education classes such as Failure Free Reading, Lexia, and FLRT.	9, 10	Teachers, Sp. Ed.teachers, Sp. Ed. Department	Increased number of SpEd students performing at grade level.				
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: In 2017-2018, 100% of the students that are considered highly mobile, ELL, migrant and academically at risk will be identified and offered an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

      Evaluation Data Source(s) 9: Academic tutor documentation, RtI documentation, extended tutoring data.

      Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Identify academic, emotional, and physical needs of highly mobile and EL students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator.	1, 8, 9	Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist	Provide individualized instruction to these populations and closed the achievement gap.				
Critical Success Factors CSF 1 CSF 4 2) All students 1st through 5th will receive school agendas to prioritize assignments, to plan, and to pace their assignments and tasks.	2, 9	teachers IC	Agenda will serve as a mean of communication between school and parents.				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) RtI Facilitators will provide support to identified RtI students in grades K-2 using the CEI lab resources and through inclusion.	1, 8, 9	RIF Facilitators, teachers, Instructional Coach, Reading Interventionist	Identified students will receive intensive interventions to perform at grade level.				
Critical Success Factors CSF 1 4) Bilingual Program will provide an academic tutor for migrant students and an academic tutor for ELL's not performing at grade level.	9	ALS classroom teachers	ELLS and Migrant students receiving services through the ALS department will be monitored to perform at grade level by the ALS department, the LPAC instructional aide and the campus Instructional Coach.				
Critical Success Factors CSF 1 CSF 4 5) Provide Summer School for students at risk in grades Pre-K, Kinder and 5th grade.	1, 9	Summer School Administration	Close the academic gaps.				

Critical Success Factors CSF 1 CSF 4 6) Bilingual /At Risk Paraprofessional will offer in school tutoring to EL's. Bilingual Aide will provide support to Dual Language teachers and academically low performing EL students through tutoring, LPAC placement, and the keeping of LEP records.	9, 10	Bilingual/ At Risk Paraprofessional Academic Tutors Instructional Coach Teachers Administrators	Monitor ELL's academic and language proficiency progress to close gaps and ensure academic success of ELL"S.

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Goal 2: Increase Student Academic Achievement

Performance Objective 10: 100% of Advanced Academic (GT) students taking the STAAR assessment will achieve at college readiness level in their area of giftedness.

Evaluation Data Source(s) 10: Percentage of GT students performing at College Readiness.

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Provide Advance Academic (GT) students with differentiated instruction such as advanced assignments integrated with critical thinking, technology and self initiated projects.	3, 9	GT C and I Admin Teachers	Perform at rigorous levels on the state mandated assessment				
Critical Success Factors CSF 7 2) 100% of our teachers in grades K - 5th grade will update their Gifted and Talented Certification.	3	Teachers, Advanced Academics Teacher, AA Coordinator	Iimprove instruction for all students and meet the needs of the advanced academic students in the regular classroom.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 11: In 2017-2018 the number of student retention will decrease to 3 in grades K-5th grade.

Evaluation Data Source(s) 11: Tutoring Logs, teacher data analysis, 3 week grade-monitoring, RtI data, Academic Tutor documentation.

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Grade levels and classrooms with higher retention rate during the 2016-2017 school year will be highly monitored.	9	Admin IC Teachers	Individual Instructional interventions will decrease the number of RtI, GPC's and retentions.				
Critical Success Factors CSF 1 CSF 4 2) Teachers will complete RtI packets, offer extended day tutoring, and interventions as needed to ensure all students are academically successful and promoted to the following grade level.	9	Admin IC Teachers	RtI interventions, differentiated instruction, guided reading and math 1-1 interventions will close the gaps and will help to pass students performing at grade level.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Campus Instructional Coach will attend trainer of trainers professional development sessions to provide campus training and develop best teaching practices for students with diverse learning styles.	1, 3, 9, 10	Instructional Coach, teachers, administrators	Differentiated instruction will close the gaps and will help to pass students performing at grade level.				
Critical Success Factors CSF 1 CSF 2 CSF 4 4) By the end of the 1st Nine Weeks grading period, DDE teachers and Instructional Coach will identify 100% of the students needing Response to Intervention (RTI), created an intervention plan and have follow up meetings to ensure students academic success.	8, 9, 10	Instructional Coach, teachers, administrator	Individualized instruction based on students' needs will close the gaps and will help to pass students performing at grade level.				

Critical Success Factors CSF 7 5) Provide staff development to paraprofessionals and encourage them to attend university courses to complete more college credit hours and to keep abreast on educational interventions.	4	Admin	Training will be geared to areas of need to close gaps.	

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Goal 2: Increase Student Academic Achievement

Performance Objective 12: Provide an instructional coach, and academic tutors for in-school tutoring and inclusion to meet the needs of 100% of the identified at risk, migrant, and ELL students who are in danger of failing Reading, Math, Writing or Science core subjects and/or state assessments.

Evaluation Data Source(s) 12: RtI identification to provide services, data analysis, data records to demonstrate efficency of services.

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide an Elementary Instructional Coach to meet the needs of at risk students in grades PreK to 5th, mentor new teachers and teachers in need of professional support.	1, 4, 9	Administrators Instructional Coach	Instructional coaches provide lesson modeling and work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Hire 2 academic tutors to provide in-school tutoring to at risk students in grades 3-5th.	1, 9, 10	Instructional Coach Teachers Administrators	A successful impact on academic performance, significant improvement in grades, and test scores				
✔ = Accomplished ➔ = Continue/Modify ◔ = Considerable ◑ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 13: In 2017-2018, professional development in core subjects, leadership, guidance, safety and other skills will be offered to teachers, office staff, paraprofessionals, and administrators to increase campus success.

Evaluation Data Source(s) 13: Implementation of training in the classroom.

Summative Evaluation 13:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.	5, 10	AP Principal	Attending professional development tailored to the campus needs, principal and AP will be better instructional role models for teachers as well as students.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Provide professional development as needed in all content areas, technology, PLTW, PE and Fine Arts.	5, 10	ILT team administration Instructional Coach	Teachers will instruct students using PBL as an instructional delivery strategy and will ensure DDE students are well rounded and college ready.				
Critical Success Factors CSF 7 3) Provide librarian with professional development and opportunities to attend conferences.	3	Librarian Budget Manager	Attend professional development tailored to the campus needs.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 14: By June 2018, DDE will increase teacher attendance rate from 92% to 98%

    Evaluation Data Source(s) 14: Teacher absences monitoring and minutes of meetings with teachers in reference to absences.

    Summative Evaluation 14:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintain at 98%.	1, 5	Administration Teachers HR Department	Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 15: 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; and Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

Evaluation Data Source(s) 15: Documentation addressing the transition processes.

Summative Evaluation 15:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes	1	Counselor, teachers, administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
Critical Success Factors CSF 6 2) By May 2018 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Headstart to facilitate a successful transition to Kindergarten. Inform the community via webpage and marquee about registration dates for Pre-k and kindergarten students.	7	Pre-K and Kindergarten teachers, Head Start Coordinator, Administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
Critical Success Factors CSF 6 3) By May 2018 students in Kindergarten will participate in transition activities in coordination with IC and 1st grade teachers.	7	IC Teachers Administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 16: 100% of DDE student population will have access to all library resources and supplementary materials to increase student success.

Evaluation Data Source(s) 16: Accelerated Reading data showing improvement from BOY to EOY Star assessment.

Summative Evaluation 16:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Purchase library books and reading resources to enhance reading skills in grades K-5 .	1, 9, 10	Librarian Teachers	ISTATION improved performance 85% of the students at Tier I.				
Critical Success Factors CSF 1 CSF 4 2) Obtain supplies needed to keep library resources updated.	10	Library Assistant	Maintain books and library resources updated and in good shape.				
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Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

Performance Objective 1: 100% of the students at DDE will be instructed in the pillars of character and respect in an effort to decrease counselor referrals as specified in the ASCA Model.

Evaluation Data Source(s) 1: Mandatory training documentation. Counselor's class schedule. Counselor's documentation for interventions.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1)) Incorporate a curriculum that is geared to develop healthy minds and bodies and prevent violence among our students, such as, Respect and Protect and Character Counts	1, 2	Counselor Teachers Admin	Character Counts will increase the level of moral and ethical character				
Critical Success Factors CSF 1 CSF 3 CSF 6 2) The Counselor will purchase reading and other materials to be used during group counseling sessions, play therapy, or for individualized counseling to help promote social and emotional healthy children.	1	Counselor	Supplies help counselor to support the diverse needs of his students.				
Critical Success Factors CSF 6 CSF 7 3) Provide suicide prevention and death in immediate family presentations/meetings as needed.	4	Counselor Teachers Admin	Increased teachers'confidence and feelings of competence in recognizing, approaching, and connecting distressed youth to school-based resources.				
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Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

Performance Objective 2: 100% of our students in kindergarten through fifth grade will participate in a minimum of one full day of Career Awareness presentations and college awareness to prepare them for real life and be work ready.

Evaluation Data Source(s) 2: Field trip for Career Awareness documentation. Documentation on all Career Awareness events and activities.

Summative Evaluation 2:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Plan an Education Generation TX Week and have presenters through the year for students in kinder through fifth grade to promote and encourage students to pursue a post high school education. Celebrate Texas Generation Day.		Counselor Teachers	To prepare students for success beyond their K-5th experience through activities around career exploration.				
2) University of the Month project where a grade level is asked to provide data and interesting facts about the university for all campus to be informed of opportunities to attend different colleges and universities across the US. Career Awareness presentations by a variety of speakers and career paths.		Counselor Teachers	To prepare students to pursue education beyond their K-12th educational experience.				
3) Provide field trips and other field experiences for students to include but not limited to universities, colleges, museums, science observatory, public library, and theater to support character, education, social skills development and behavior management.		Counselor Teachers	Opportunities for DDE students to acquire exposure to the working world they will one day enter and to increases students' knowledge of career options.				
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Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

Performance Objective 3: 100% of the DDE students in 3rd-5th grade will be offered the opportunity to participate in one or more extracurricular activities such as choir, instrument, Kids Excel, Mother/Daughter & Father/Son, and robotics. 100% of the students in 2nd grade will be offered folkloric dance once a week.

Evaluation Data Source(s) 3: After school enrichment attendance documentation. EOY presentations. Safety Patrols and Mother/Daughter and Father/Son attendance and meeting agendas.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Choir and Orchestra extracurricular classes for 3rd-5th grade students.		Music Teacher	To prepare students to participate in middle and high school chamber choir and the CISD School of Music.				
2) All 4th grade students will participate in the KidsExcel program		KidsExcel Personnel 4th grade teachers	To help children develop discipline, a standard of excellence, and self-confidence that will positively impact their education and all aspects of their lives.				
3) Create student Patrol squads to monitor hallways and promote positive behaviors.		Counselor	Promote citizenship through Student Patrols.				
4) Offer the Mother-Daughter and Father-Son Program to 4th and 5th grade students.		UTEP partnership Program Coordinators Student Support Services	1. Building the students' self-esteem, encouraging them to complete their high school education and raising their expectations of attending college. 2. Increasing parental commitment to higher education by involving the mothers and fathers as well as the daughters and sons in the educational decision-making process.				
5) Offer a Robotics class to 4th and 5th grade students.		Robotics Coordinator	1. Robotics helps address the growing demand for teaching science, technology, engineering and math in schools. 2.By programming robots, students can discover if they have aptitude and interest in a job market of the future.				
6) Offer an enrichment Folkloric Dance Program to 2nd and 3rd grade students.		Folkloric Teacher	Participating, viewing, and learning about cultural dance and the roles it plays in societies leads to awareness and appreciation of other people and their cultural values.				

7) By the EOY DDE will have at least three performances showcasing students participating in Music classes, Instrument, Kids Excel, Choir, and /or other performing arts. -Kids Excel Mid-semester and EOY Performances for all students and 4th grade parents. -Winter Music Festival -NPFH Performance at CHS. - 2nd and 3rd grade students participating in the folkloric dance class will perform at the EOY.	Music Teacher KidsExcel Program Coordinators Mother/Daughter and Father/Son Coordinators Dance Teacher Classroom teachers	Parents participation in their children's education, results in an increased student achievement and an improvement of students' attitudes.	

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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 1: DDE will attain an attendance rate of 98% or better to ensure students graduate on time.

Evaluation Data Source(s) 1: Attendance data binder including meetings with parents and follow-ups on each at risk student.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Recognize classes at each grade level with highest attendance percentages through public announcements, provide classroom incentives such as popcorn and/or pizzas for winners on a six weeks basis, and announcing winners over the intercom and bulletin board.	1, 6, 10	Administration, teachers, office staff	Improve attendance and reach 98% overall attendance in 2017-2018				
Critical Success Factors CSF 5 CSF 6 2) Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed.	1, 10	Assistance Principal Attendance Committee Teachers	Keeping data and meeting with parents will increase attendance.				
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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: Invite 100% of DDE parents to PAC and other instructional meetings through written notices, phone master, webpage, or other form of communication and at least 20 parents will attend the campus monthly meetings.

    Evaluation Data Source(s) 2: Increased parent participation in campus activities and meetings data and attendance signing sheets.

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Conduct PAC meetings and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs. Provide light snacks for parent meetings.	1, 6	Parent Liaison, campus Administration and Executive Director for Student Support Division	Increase parent participation in the education of their children.				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Campus will hold a Title I meeting to maintain parents informed about the campus entitlements and to receive and provide feedback to them.	1, 6, 10	Parent Liaison, campus Administration and Executive Director for Student Support Division	Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children.				
Critical Success Factors CSF 5 CSF 6 3) Parent Liaison will attend trainings and conferences to increase parental involvement and to guide parents with strategies and resources to better help their children to be academically successful.	1, 6	Administration	Increase parent participation in the education of their children.				
Critical Success Factors CSF 5 CSF 6 4) Parent Liaison will keep clear communication with the community to ensure parents are informed about instructional activities and events happening at the campus concerning the education of their children.	1, 6	Parent Liaison	Maintain parents and community informed about the educational opportunities and events offered at DDE.				

Critical Success Factors CSF 1 CSF 5 CSF 6 5) Parents at DDE will be invited to Reading Nights and Science Fair and other parent school planned activities such as workshops in the core subjects to encourage and engage parents in assisting their children to improve their academic performance.	1, 6	Parent Liaison, Librarian and Library paraprofessional, Reading Interventionist and Instructional Coach	Increase parent participation in the education of their children.				
Critical Success Factors CSF 5 CSF 6 6) Through the Student Support Services Department, parents will be educated on substance abuse and violence prevention at parent meetings or events.	1, 6	School Administrator Parent Liaison	Provide helpful information to parents and community.				
Critical Success Factors CSF 5 CSF 6 7) Parent Liaison will recruit parent volunteers as stated in Needs Assessment.	1, 6	Parent Liaison	Increased number of parent volunteers at DDE				
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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 3: 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by May 2018.

Evaluation Data Source(s) 3: Acknowledgment signing sheets

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) At least 80% of DDE parents will receive and acknowledge the Campus Parent Compact during Parent/Teacher Conferences in October 2017.	1, 10	Parent Liaison, Teachers	Inform parents about educational opportunities offered by DDE to their children.				

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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 4: At least 3 major activities will be done throughout the year to foster a positive campus climate as measured by a Survey from Teachers in May 2018.

Evaluation Data Source(s) 4: Improved campus culture in OHI survey and teacher survey.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) All staff will be invited to participate in activities throughout the year to foster positive morale and communication through Wellness activities.	1	Social Committee Wellness Sponsors	Participation in activities sponsored by the social committee				

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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 5: By May 2018 DDE will have a minimum of 5 activities or events to celebrate and recognize all students' for their successes.

Evaluation Data Source(s) 5: Attendance Sign-in sheets, and bulletin board displays. Dates of activities that will takes place.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) An Awards Assembly will be held at the end of the school year and parents will be invited to celebrate students being recognized for academic success through awards, certificates and/or ribbons.	6	Administration, Teachers	Recognition to outstanding students.				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Bulletin board displaying DDE A and A/B Honor Roll stars	1, 6	Administration Counselor	Every 9 weeks grading period posting of stars in bulletin board to recognize outstanding students.				
3) Bulletin board displaying DDE highest attendance by classroom		Counselor Attendance Clerk	Recognition to outstanding attendance and motivation to improve attendance percentages.				
Critical Success Factors CSF 1 CSF 6 4) End of the semester Cake and Ice Cream Social and EOY Lunch with the Principal for all students who maintained "A" Honor Roll will have a special lunch with the principal.	2, 10	Teachers and Administration	Recognition to outstanding students.				
Critical Success Factors CSF 1 CSF 6 5) End of the semester Ice Cream Social and EOY Picnic with the Assistant Principal for all the students who maintained A/B Honor Roll.	1, 10	Teachers and administration	Recognition to outstanding students.				
Critical Success Factors CSF 1 CSF 5 CSF 6 6) Shining Stars Bulletin Board for those classes displaying the best manners and behavior in the cafeteria.	1	Counselor Assistant Principal Teachers	Recognition to outstanding classes.				

Critical Success Factors CSF 6 7) Maintain the Student of the Month recognition bulletin board for all grade levels (PreK - 5th grade).	1, 10	Classroom teachers	Recognition to outstanding students.				
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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 6: Throughout the 2017-2018 school year, DDE will promote increased community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students.

Evaluation Data Source(s) 6: Attendance sign-in sheets.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Celebrating grandparents meeting	6	Parent Liaison Principal	Grandparents' recognition and their impact in their grandchildren's education.				
Critical Success Factors CSF 5 CSF 6 2) Coffee with Principal monthly meetings before PAC meetings to listen to community concerns and ways to improve school services.	2	Parent Liaison Principal	Providing opportunities for parents to vocalize their concerns and/or compliments.				
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Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: Campus federal allotments will spend a minimum of 95% by the end of April 2018 to comply with federal guidelines.

Evaluation Data Source(s) 1: Finance Budget Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Review budgets on a timely basis to ensure budget spending is monitored to avoid negative balances and utilize budget efficiently and effectively as planned .	1, 10	Principal and Campus Budget Manager	Ensure funds are used based on needs assessments and to benefit DDE students.				
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Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: By June 2018 DDE will have a minimum of 3 partners in education (PIE).

Evaluation Data Source(s) 2: Documentation of activities involving Partners in Education and list of partners

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Parent Liaison and counselor will work in recruiting Partners in Education.	6, 10	Parent Liaison Counselor	Activities engaging the students and their families. Support from the partnerships.				
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Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: Throughout the 2017-2018 school year, DDE will effectively utilize website contact management system, school messenger and Canutillo APP to brand DDE 's activities and create a positive image of the campus.

Evaluation Data Source(s) 3: Updated webpage with relevant information to our parents and community.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) DDE will update campus websites on a monthly basis or as needed.	6, 10	Librarian / Assigned Teacher (Jane Weatherly)	Maintain an updated webpage with relevant information to our parents and community.				
Critical Success Factors CSF 5 CSF 6 2) DDE will promote internal and external communication to enhances public awareness of DDE students, staff, programs and community.	6	Administration/ office staff/ web manager/parent liaison	Improved webpage that is updated in a regular basis to maintain community informed. Increased community involvement.				
✔ = Accomplished ➡ = Continue/Modify ◐ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

State Compensatory

Budget for Deanna Davenport Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6112.13.102.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,106.00
185.11.6118.35.102.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$3,000.00
185.11.6118.35.102.30	6118 Extra Duty Stipend - Locally Defined	$3,000.00
185.11.6119.35.102.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$50,950.00
185.11.6126.03.102.30	6126 Part Time Support Personnel - Locally Defined	$14,698.00
185.11.6129.00.102.30	6129 Salaries or Wages for Support Personnel	$54,763.00
185.11.6141.00.102.30	6141 Social Security/Medicare	$794.00
185.11.6141.03.102.30	6141 Social Security/Medicare	$214.00
185.11.6141.05.102.30	6141 Social Security/Medicare	$148.00
185.11.6141.13.102.30	6141 Social Security/Medicare	$31.00
185.11.6141.35.102.30	6141 Social Security/Medicare	$782.00
185.11.6142.00.102.30	6142 Group Health and Life Insurance	$22,461.00
185.11.6142.35.102.30	6142 Group Health and Life Insurance	$7,487.00
185.11.6143.00.102.30	6143 Workers' Compensation	$2,218.00
185.11.6143.03.102.30	6143 Workers' Compensation	$74.00
185.11.6143.05.102.30	6143 Workers' Compensation	$51.00
185.11.6143.13.102.30	6143 Workers' Compensation	$11.00
185.11.6143.35.102.30	6143 Workers' Compensation	$254.00
185.11.6145.00.102.30	6145 Unemployment Compensation	$50.00
185.11.6145.03.102.30	6145 Unemployment Compensation	$14.00
185.11.6145.05.102.30	6145 Unemployment Compensation	$10.00

185.11.6145.13.102.30	6145 Unemployment Compensation	$2.00
185.11.6145.35.102.30	6145 Unemployment Compensation	$49.00
185.11.6146.00.102.30	6146 Teacher Retirement/TRS Care	$301.00
185.11.6146.05.102.30	6146 Teacher Retirement/TRS Care	$792.00
185.11.6146.35.102.30	6146 Teacher Retirement/TRS Care	$833.00
185.11.6149.05.102.30	6149 Employee Benefits	$153.00
185.11.6149.35.102.30	6149 Employee Benefits	$691.00
185.11.6149.00.102.30	6149 Employee Benefits	$821.00
	6100 Subtotal:	**$166,758.00**
6200 Professional and Contracted Services		
185.13.6239.00.102.30	6239 ESC Services	$5,000.00
185.11.6299.00.102.30	6299 Miscellaneous Contracted Services	$11,690.00
	6200 Subtotal:	**$16,690.00**
6300 Supplies and Services		
185.11.6329.00.102.30	6329 Reading Materials	$1,000.00
185.11.6398.00.102.30	6398 Computer Supplies/Software - Locally Defined	$18,000.00
185.11.6399.00.102.30	6399 General Supplies	$7,262.00
	6300 Subtotal:	**$26,262.00**
6400 Other Operating Costs		
185.13.6411.00.102.30	6411 Employee Travel	$8,000.00
185.13.6499.00.102.30	6499 Miscellaneous Operating Costs	$2,000.00
	6400 Subtotal:	**$10,000.00**

Personnel for Deanna Davenport Elementary School:

Name	Position	Program	FTE
Aracely Salcido de Flores	Bilingual LPAC Aide	SCE	100%
Helga Sepulveda	At-Risk Teacher	SCE	100%
Hilda Guzman-Aguilar	At-Risk Aide	SCE	100%
Paula Clague	At-Risk Aide	SCE	100%

Title I

Schoolwide Program Plan

DDE has mantained the same enrollment for 10 years(410-420 students) and the population represents the lowest socio-economic population in the district. DDE has 76% students identified as at-risk.

Less than 5% of our students is placed in special education. GT enrollment has increased over the last 6 years.

86% of our students are economically disadvantaged. Attendance rate is mantained at 96%.

DDE PLC's meet to ensure that our schoolwide plan is targeted with progress monitoring throughout the year. PLC's review and analyze data to implement strategies throughout all grade levels. In 2017-2018 all grades k-5 will implement Projet Lead th Way modules (STEM).

The campus' focus is STEM and PBL (Project Based Learning) to improvement overall in Science, Reading, Writing and Math to raise performance scores .

At DDE we use programs that are researched based to provide interventions to our struggling students such as (but not limited to) I- Station, The art and Science of Teaching (Marzano), Academic tutors, STEMs SCopes, Motivation Math from Mentoring Minds, Reading Renaissance, STAAR Master, Student Interactive Notebooks, Lexia,Galaxy, and balanced literacy.

DDE Population

Out of 409 students, 76% (289) considered at risk

Out of 409 students, 56% (231) are in the Bilingual Program

Out of 409 students, 0.036% (15) identified with OHI and learning disabilities and receives resource services Out of 409 students, 0.083% (34) receives SPEECH services

Out of 409, 0.095 % (39) identified as RtI II

Out 409, 0.097% (40) identified as GT

Out 409, 0.046% (19) identified as Migrant

Out 409, 0.090% (37) identified as 504

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Vertically aligned teams worked analyzing each one of the components pertaining to Title 1.

Community and parent representatives were involved to analyze each one of the ten components. Each team was provided the guiding questions and data resources to assess strengths and needs for each one of the components. Data was compiled, prioritized and approved by the Campus Improvement Committee. The needs assessment data was used to develop the campus improvement plan objectives and strategies for the school year 2017-2018.

Priorities: Staff development tailored to individual teacher needs tied to campus data.PLC focus for student achievement.

Upgrade technology for educational purposes.

Comprehensive Needs Assessments are continually monitored throughout the year. DDE teacher student ratio is about 18:1, with monolingual English classess with ratios of 26-18 per class .

Academic tutors have successful supported our students in reaching individual academic goals.

Teambuilding will enforced to ensure a positive culture and climate at DDE.

Professional development focus on areas of concern such as reading and science.

Parents, teachers, and staff collaborate to identify campus needs in faculty meetings, PLC's, PAC meetings and CIC meeting. Additional targets have been identified to support campus staff/ students and community:

Resources and strategies to increase LEP and SPED academic achievement

Resources and strategies to increase student performance levels in Reading, Math and Science such as PLTW.

Programs is needed to provide parent engagement opportunities with the campus not limited to school assemblies or parent nights.

2: Schoolwide Reform Strategies

Use of formative and summative data to ensure students meet established goals.

Provide direct and indirect interventions to at-risk students identified through continuous progress monitoring.

Maintain communication with parents.

Teachers in 3rd-5th grade will apply strategies learned through Region 19 Reading and Math Summer Workshops.

Teacher K-5th will implement PLTW.

All teachers will implement PBL/Genius Hour.

Students Kinder through 5th grade students will self-monitor their academic gains and set their personal goals for academic improvement,

Students and school personal will continue participating in the Leader in Me to instill the Seven Habits of Very Effective People through the BOOK of the Monyh School Wide Initiative.

Use of common assessments to monitor student progress. Continue the implementation of the PLC model.

Use IStation, AR Reading, education and TEKS to guide instruction.

3: Instruction by highly qualified professional teachers

All teachers at DDE are highly qualified.

Teachers receive professional development to meet the needs of students. Each grade level has a certified STEM teacher through PLTW.

The campus participates in the district's Wellness Committee to ensure the physical, social and emotional well being of all stakeholders. DDE provides incentives to all faculty and staff members such as but not limited to luncheons and tokens of appreciation.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teacher Training for 2017-2018 will be focused on the 21st Century Skills and Project Based Learning.

Technology trainings to increase technology skills and create a digital environment at DDE.

Teacher Conferences and trainigs :100% of DDE teachers will maintain or complete GT training hours required by the state. C & I department will continue providing professional staff development to teachers in areas of need. Teachers will receive professional development to meet the needs of students as needed. DDE teachers will attend training based on their own personal needs.

PBSI team attends PBIS conference which provide behavior intervention strategies that address ways to effectively monitor and target positive behavior.

Counselor attends staff development opportunities that address military children needs, and ethics and legal issues updates.

CATCH TEAM will attend training for the CISD adopted program.

5: Strategies to attract highly qualified teachers

DDE follows district procedures to hire highly qualified staff and/or personal to meet the needs of our school population.

The campus has established committees such as PBIS, technology, LPAC, CIC, ILT,TLT, SHAC, and other committees to practice power of equalization. Every teacher is encouraged to participate in at least one of the campus committees. Committees are encouraged to meet on a monthly basis and be part of the campus decision making.

DDE helps teachers to be HQ teachers through PLC's, teacher mentors, participation in the district New Teacher Academy, and by providing opportunities for professional development for new teachers.

6: Strategies to increase parental involvement

Parents and community members are invited to be part of the Campus Improvement Committee. This committee meets once a month to discuss issues and concerns of the campus and community. The committee also overviews the Campus Improvement Plan and it is the strongest decision making committee in the campus.

Parents are also invited to participate in the LPAC committe to understand the importance of maintaining the home language and allowing the students to fully participate in the bilingual program offered at DDE.

DDE hostes 2 Parent/Teacher conferences, one per semester.

DDE hosts a Science Fair, English and Spanish Spelling Bee's, Music recitals one per semester including choir, band, orchestra and instruments, a yearly Folkloric and Robotics events and 2 Kids Excel presentations.

DDE conducts monthly PAC meetings. DDE hosts a yearly campus health fair.

DDE holds Entitlement meetings for parents and community members during the month of September.

DDE aides the Westway Community Association tby hlding community meetings.

The campus participates in the Mother/Daughter and Father/Son program to instill in our 4th and 5th grade students the desire to continue higher education and receive a Bachelor's Degree.

DDE hosts Reading Nights to encourage parents and students to read at home.

DDE provides parents with workshops in Reading, Math and Science so that they can help in the education of their children.

Our parent liasion organizes an active volunteer program that invites parents and volunteers to be part of student's learning.

Parent liaison also sponsors various community classes such as Nutrition Classes, Mujer a Mujer and Domestic Violence Awareness classes.

Our Parent Liaison has an outreach program which assists families in need by delivering food baskets and through Operation School Bell, Operation Noel

Mother/Daughter Father/Son involves parents in their children's learning by providing opportunites for parent involvement such as UTEP Leaderchip conference, Mother/Daughter Father/Son dance, parent night at UTEP, and open house at UTEP.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

DDE will host Headstart tours at DDE for teachers and incoming students and parents during the month of May.

DDE will provide information via phone master, web-page, parent notices and posters displayed around the business community about registration dates. Program information assistance during registration.

DDE will provide registration prior to the end of the school year or as indicated by Central Office.

Conferences offered to pre-school teachers participating in the TexasSchool Ready Project.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Kinder through 5th grade teachers maintain running records to monitor student's reading skills, math and science. PK teacher follows the PK Circle and TSR Project guidelines.

2nd-5th grade teachers participate in ESTAR/MSTAR assessments to monitor student's Math skills.

Instructional Leadership Team (ILT) oversees The **A**rt and **S**cience **O**f **T**eaching implementation.

All teachers continue using common assessments and monitor student progress through Eduphoria.

PLC Weekly Planning Meetings

T-TESS Walkthroughs and observations

IC to metor new hires and teachers in need of assistance

CIC (Campus Improvement Committee)chairs will meet with PLCs to provide information regarding CIC meetings and provide feedback to the campus for CIC decisions.

ILT (INstructional Leadership Team) will make-desicions related to instruction and are TOT teachers for new programs.

TLT (Technology Leadrship Team)will make-desicions related to instructional technology and for new resources.

SLO's will be used by every teacher at DDE on a pilot basis. SLO campus TOT teachers will train all grade levels in August 2017.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

DDE holds SST (student study team) meetings to inform parents of students who are at risk of failing and falling behind grade level. DDE follows RtI procedures through the RtI teacher to ensure all RtI students needs are being met.

DDE provides academic tutors to close achievement gaps (3rd-5th grade).

Provide migrant, ESL, Special Education and classroom instructional aides to work closely with all special population students who are at risk of following behind.

During PLCs teachers analyze common assessments, IStation, running records, district wide assessments, ESTAR/MSTAR, STAR ready and other data to ensure mastery of students expectations and academic achievements by grade level.

DDE implements a STAR READY time block for all students from grades third through fifth grade to review and reinforce low performing SE's . Students are grouped according to their needs.

DDE offers Saturday Camps for Reading, Math, Writing and Science.

Analysis of data to ensure interventions are effective.

DDE provides in-school tutoring duting guided instruction time.

10: Coordination and integration of federal, state and local services and programs

All local, state and federal funds are geared to provide opportunities for all students to be academically successful and to promote a positive culture and climate to involve all students, parents, community and all stakeholders.

Title I Personnel

Name	Position	Program	FTE
Julia Rubio	Library Aide	Title I	100%
Margarita Harmeson	Instructional Coach	Title I	100%
Sylvia Martinez	Parent Liaison	Title I	100%

2017-2018 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Marta Strobach	Principal
Administrator	Veronica Frias	Assistant Principal
Non-classroom Professional	Margarita Harmeson	Instructional Coach
Classroom Teacher	Jessica Valero	Kinder Teacher
Classroom Teacher	Viridiana Mascorro	1st Grade Teacher
Classroom Teacher	Jose Najera	2nd Grade Teacher
Classroom Teacher	Myriam Uribe	3rd Grade Teacher
Classroom Teacher	Celia Sanchez	4th Grade Teacher
Classroom Teacher	Carlos Hernandez	5th Grade Teacher
Classroom Teacher	David Moreno	Special Programs
Paraprofessional	Sylvia Martinez	Parent Liaison
Parent	Enedina Grado	Parent Representative

Attendance Committee

Committee Role	Name	Position
Administrator	Veronica Frias	Chair
Administrator	Estela Guillen	Attendance Clerk
Classroom Teacher	Ana Merritt	Lower Grade Rep
Classroom Teacher	Kristal Escobar	Upper Grades Rep
Administrator	Martin Arroyos	Counselor

Advanced Academics

Committee Role	Name	Position
Chair	Judith Valle	Advanced Academics Teacher
Administrator	Marta Strobach	Principal
Administrator	Martin Arroyos	Counselor
Classroom Teacher	Teacher Of Roster	Classroom Teacher

Instructional Team Leaders

Committee Role	Name	Position
Administrator	Marta Strobach	Principal
Administrator	Veronica Frias	Assistant Principal
Administrator	Margarita Harmeson	IC
Classroom Teacher	Marie Mendoza	PK-K Rep
Classroom Teacher	Nancy Quiz	1st Grade Rep
Classroom Teacher	Jose Najera	2nd Grade Rep
Classroom Teacher	Vanessa Zenteno	3rd Grade Rep
Classroom Teacher	Kristal Escobar	4th Grade Rep
Classroom Teacher	Minerva Dallo	5th Grade Rep
Classroom Teacher	Carlos Hernandez	5th Grade Rep
Classroom Teacher	Jane Weatherly	SpEd Rep

FINE ARTS

Committee Role	Name	Position
Classroom Teacher	David Moreno	Music, Choir amnd Instrument Director
Classroom Teacher	Edna Delgado	Folkloric Instructor

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Veronica Frias	Assistant Principal
Administrator	Martin Arroyos	Counselor
Classroom Teacher	Kenneth Cooper	PE Coach
Classroom Teacher	Michael Dominguez	PE Coach
Non-classroom Professional	Christine Garcia	Nurse
Cafeteria Manager	Belinda Gaytan	Cafeteria Manager
Head Custodian	Javier Parra	Lead Custodian
Assistant Lead Custodian	Ramiro Corona	Assistant Lead Custodian

LPAC

Committee Role	Name	Position
Administrator	Marta Strobach	Principal
Administrator	Veronica Frias	Assistant Principal
Chair	Margarita Harmeson	IC
Co-Chair	Aracely Flores	LPAC Clerk
Classroom Teacher	Edna Delgado	Upper Grade Rep
Classroom Teacher	Priscilla Lozano	Lower Grade Rep
Classroom Teacher	Maria Gonzalez	Alt. Upper Grade Rep
Classroom Teacher	Beatriz Chate-Coulthart	Alt. Lower Grade Rep
Parent	Karina Lopez	Parent Rep