

**Donna Independent School District**  
**Donna North High School**  
**2024-2025 Campus Improvement Plan**



# **Mission Statement**

**The mission of Donna North High School is to provide a rigorous, safe, and supportive learning and teaching environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.**

## **Vision**

**The vision of Donna North High School is to be the best high school in the state of Texas by being at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state, and nation.**

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# Comprehensive Needs Assessment

Revised/Approved: June 17, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

[STAAR RECOVERY DISTRICT GOALS](#): This document maps out the STAAR goals for every grade level and subject that will enable the district to return to pre-covid STAAR performance by the end of the 23-24 school year.

# Demographics

## Demographics Summary

### 2024

Donna North High School utilizes a variety of sources that provide an avenue to assess and identify the needs of students. Demographic data is analyzed to provide us with empirical evidence allowing us to monitor the needs of students in a variety of areas. The following evidence was used to identify the students demographics that pertaining and attend Donna North High School: TSDS PEIMS Disaggregation of PEIMS Student Data Attendance, Student Demographics (2023-2024 Fall PEIMS File), Texas Education Agency 2022-2023 STAAR Performance (TAPR), and Campus Immigrant Listing for the 2023-2024 school year. Attendance is completed on a daily basis and is evaluated to ensure that attendance goals is attained. Administrators, counselors, and teachers monitor students who are identified as At-Risk students are provided with the appropriate supports to ensure students are academically successful. If any students are successful in their current placement, then effective school strategies are implemented to ensure students are academically successful throughout the instructional setting. These strategies include but are not limited to, parent communications through school liaisons, open houses, parent teacher conferences, after-school tutorials, and Saturday academies to ensure students' progress.

Donna North High School counts with a significantly higher percentage of students in all the categories listed as per Student Demographics 2023-2024 Fall (Economically Disadvantaged, ELL, At Risk, Title I). The following indicates the breakdown by special program and population: Title I student population is at 100%, Economically Disadvantaged 97.85% or 1953 out of 1996 students have been identified as Economically Disadvantaged , Other Eco/Dis 509 or 25.50% of students, 12 students or .60% have been identified as dyslexic, 144 or 7.21% have been identified as Gifted and Talented (GT), 77 or 3.86% of students have been identified 504, 1,308 or 61.07% of students have been identified as ELL's, 256 or 12.83% of students have been identified and receive Special Education services, 48 or 2.40% of students have been identified as immigrant, and 3 or .15% of students have been identified in foster care. Because of the area in which our campus is located and other factors, our homeless population is 45 or 2.25% of students have been identified as homeless/unaccompanied youth, 94 or 4.71% of students have been identified in Migrant Program, and 1,685 or 84.42% of students have been identified At-Risk. The breakdown by ethnicity, gender, or other category is as follows: Grade 9 634 students=31.76%, 10th grade 546 students= 27.35%, 11th grade 450 students=22.55%, 12th grade 366 students=18.34%, 0 American Indian-Alaskan Native, 0 Asian, 0 Black-African American, 0 Native Hawaiian- Pacific Islander, 2 White, and 0 Two-or-More. 1,994 Hispanic=99.90% (Student Demographics 2023-2024 Fall)

Many students in our community come from nearby colonias and others come from surrounding areas within the northern part of Donna. Our students are 99.90% Hispanic, with 927 female and 1069 male students, and enrollment changes over the past three years demonstrate that demographics have remained mostly the same throughout with the exception of enrollment counts up and down: for the 2021-2022 student population was 2,042, 2022-2023 student population was 2,091, and for 2023-2024 student population was 1,996.

The data for special programs reflects that the special population fluctuates throughout the school year: As per the Texas Academic Performance Report for 2021-2022 school year, there were 253 students that pertained to the special education program. The Texas Academic Performance Report for the 2022-2023 school reported that there were 252 students receiving services for special education. Title I student population is at 100%, Economically Disadvantaged 97.85% or 1953 out of 1996 students, Other Eco/Dis 509 or 25.50% of students, 12 students or .60% have been identified as dyslexic, 144 or 7.21% have been identified as Gifted and Talented (GT), 77 or 3.86% of students have been identified 504, 1,308 or 61.07% of students have been identified as ELL's, and 256 or 12.83% of students have been identified and receive Special Education services, 48 or 2.40% of students have been identified as immigrant, and 45 or 2.25% of students have been identified as homeless/unaccompanied youth, 94 or 4.71% of students have been identified in Migrant Program, and 1,685 or 84.42% of students have been identified At-Risk. Data regarding students who exit from special program and Emergent Bilingual(EB) are as followed: Data indicates that 1/1309 or 0.07639% exited ELL due to TELPAS, and no exits for SPED recorded for the 2023-2024 School Year. 1,685 or 84.42% of students have been identified as At-Risk , our Migrant students total 94 or 4.71% are in our Migrant Program. When looking at mobility and stability, 212 students =9.5%

As per 2022-23- Texas Academic Performance Report (TAPR) Staff demographics when compared to student enrollment records show: Total number of staff 193.7 Professional staff 177, Teachers: 147.3 (142 Hispanic), (2.3 White), (3 Asian), Professional support 23.8, Campus Admin 6, Educational aides: 16.7, Librarian: 1, Total minority staff 190.4.

The student to teacher ratio is 14.2 which has helped in improving student performance in addition to the teacher and paraprofessionals qualifications and certifications. Our composition of staff includes: Beginning teachers 2.8 or 1.9%, 1-5 years' experience 39 or 26.5%, 6-10 years' experience 41.8 or 28.4%, 11-20 years' experience 46.5 or 31.6%, 21-30 years' experience 13.9 or 8.8%, Over 30 years' experience 4.3 or 2.9%.

## 2023

*Donna North High School utilizes a variety of sources that provide an avenue to assess and identify the needs of students. Demographic data is analyzed to provide us with empirical evidence allowing us to monitor the needs of students in a variety of areas. Attendance is one of the many analyzed areas using our demographic data. Once attendance is taken, we evaluate our data to ensure we are meeting our attendance goals. Administrators, counselors, and teachers monitor students who are identified as At-Risk to ensure students are academically successful. If any students are not satisfactory, then effective school strategies are implemented to ensure students are academically successful. These strategies include but are not limited to, parent communications through school liaisons, open houses, parent-teacher conferences, after-school tutorials, and Saturday academies to ensure students' progress.*

Donna North High School counts with a significantly higher percentage of students in all the categories listed (Economically Disadvantaged, ELL, At Risk, Title I). The following indicates the breakdown by special program and population:

Title I student population is at 100%, Economically Disadvantaged 99.57% with 1893 students, Other Eco/Dis 109 students, .91% dyslexic, 8.75% GT, 4.69% 504, 61.07% are ELL's, and 12.05% receive Special Education services,

2% of our population is immigrant, and .14% is in foster care. Because of the area in which our campus is located and other factors, our homeless population is 1.91%, 4.6% are in our Migrant Program, and 78.37% are At-Risk.

The breakdown by ethnicity, gender, or other category is as follows: Grade 9 720 students=35.3%, 10<sup>th</sup> grade 523 students= 25.6%, 11<sup>th</sup> grade 410 students=10.1%, 12<sup>th</sup> grade 389 students=19.0%, 1 African American,

2039 Hispanic=99.9% (TAPR REPORT)

Many students in our community come from nearby colonias and others come from surrounding areas within the northern part of Donna. Our students are 99.90% Hispanic, with 1005 female and 1086 male students, and enrollment changes over the past

three years demonstrate that demographics have remained mostly the same throughout with the exception of enrollment counts up and down: 2030 to 2096.

The data for special programs over time indicates proximity with slight increase and decreases throughout the school year: Title I student population is at 100%, Economically Disadvantaged 99.57% with 1893 students, Other Eco/Dis 109 students, .91% dyslexic,

8.75% GT, 4.69% 504, 61.07% are ELL's, and 12.05% receive Special Education services, 2% of our population is immigrant, and .14% is in foster care. Because of the area in which our campus is located and other factors, our homeless population is 1.91%,

4.6% are in our Migrant Program, and 78.37% are At-Risk.

Data regarding students who exit from special programs indicate few exit ELL due to TELPAS, and no exits for SPED recorded. 79.3% are At-Risk (TAPR Report) <78.7% current 2023>, our Migrant students include 4.6% are in our Migrant Program with our peak

being 5.5%. When looking at mobility and stability, 212 students =9.5%.

Staff demographics when compared to student enrollment records show: Total number of staff 198.3 Professional staff 181.3, Teachers: 152 (147 Hispanic), Professional support 22.8, Campus Admin 6.5, Educational aides: 17, Librarian: 1, Total minority staff 195.3.

The student to teacher ratio is 13.4 which has helped in improving student performance in addition to the teacher and paraprofessionals qualifications and certifications. Our composition of staff includes: Beginning teachers 11.4%, 1-5 years' experience 38.9%,

6-10 years' experience 44.3%, 11-20 years' experience 11.9%, 21-30 years' experience 11.9%, over 30 years' experience 4%, Bachelor's degree 126.2%, Master's degree 19.9%, Doctorate 2%. All teachers are highly certified meeting ESSA federal standards

## 2022

In 200 our enrollment numbers indicated that our population continued to increase with 99% Hispanic and 1% other, 98% Economically disadvantaged. Greater population leads to increase in our student: teacher ratios and with that we also saw an increase number of severe diverse learners. Over the past three years enrollment changed through a fluctuation due to the COVID years and virtual environments and now we see a significant increase in the % of At Risk and applying to our students with economic struggles-low income, and students with domestic issues-single parent homes, some living in substandard housing, many with social-emotional issues which lead to drug and alcohol abuse and domestic violence. The zone and community these students come from are spread across the northern side of Donna ISD including sub-standard subdivisions.

When we contrast to staff demographics, mostly we are comprised of Hispanic females and males 96.7%, and 2% Asian and 2% White.

Our teacher to student ratios and comparison to performance is misleading because teachers are counted as per state definitions; however, certain student populations require specifically trained teachers and class sizes are unbalanced and numerical ratio is thus misleading. Counts should be done with solely core teachers and calculated by subject. Our peak enrollment was at 2090 with a total of 181 teachers with 13.4 being the ratio.

## Demographics Strengths

Demographic data indicates a true image of the high representation of ELL students and their socio-economic background. Although these may not be strengths on their own, the true identifier is the performance, and participation of these students in T-STEM, Dual Language Academy, UIL Events, ON-RAMPS, AP Courses, Dual Enrollment, Fine Arts, CTE, Athletics and other areas in which our students have excelled receiving accolades, certifications, nominations, awards, and recognitions at the campus, district, region, state, collegiate, and national level.

## STRENGTHS:

- Transfer grades for NTD students transcribed in a timely manner
- Events to gain parental support
- Student participation in UIL, Career Technical Student Organizations Provide students with CTE Pathways for program retention and completion.

- Showcase student and staff successes on all social media platforms and websites
- Higher percentage of students graduating (2021 97.1% and 2022 93.8%, when compared to the state (2021 90.0% and 2022
- TAPR 2022-2023 Lower campus Annual Dropout Rate 4.5% when compared to the state 6.4% (Gr 9-12)

## NEEDS:

- PD for accommodations
- Improve reading levels
- Attractive student incentives to improve attendance
- Increased parental involvement
- CTE: Provide ALL students with DETAILED information regarding courses and certificates available to them.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** As per Texas Academic Performance Report (TAPR) 2022-2023, students in 9th grade at Donna North High School (DNHS) are performing much lower when compared to the states scores. English I EOC 2022 campus 39% Approaches, while the state English I EOC 65% Approaches. For the 2023 school year English I EOC campus 50% Approaches, while the state English I EOC 72% Approaches **Root Cause:** Literacy weaknesses follow trends from elementary and over time contributes to a larger gap and deficiency.

**Problem Statement 2 (Prioritized):** Truancy and attendance data reflects many unexcused absences for core classes while students are on campus sometimes sitting in classes not on their schedule. **Root Cause:** Lack of consistent parent contact and communication logs, not following DMP, acceptance by teacher into the unassigned classroom, inconsistent monitoring in the hallways (OBOT), and professional expectations between security and students.



# Student Learning

## Student Learning Summary

2024

Data for DNHS is disaggregated by demographic indicators including economically disadvantaged, at-risk, and special programs such as ELL, SPED, Migrant, and 504 followed by accountability labels including: Approaches, Meets and Masters. When comparing student achievement data from one source to another it is consistent across bundle exams, benchmarks, and EOC's. Due to our campus being over 60% ELL, our ELL students are performing close to the counterparts of non-ELL students and as 99% of our population is economically disadvantaged the data indicates the same. 13% of our SPED students met Approaches for the 2021 and 2022 data (2023 data is forthcoming). When comparing all students and all tests for 2022 STAAR performance, 58% reached approaches matching the Eco-Dis while 48% of ELL students reached approaches.

Our areas of growth include Biology Spring 2024 83% approaches to 2023 81% approaches; U.S. History 2024 93% to 2023 92%, Algebra 2024 55% from 2023 57%; English I 2024 40% from 2023 46%. All students are making progress with our ELL population getting closer in closing the gap to the non-ELL counterparts. ELL students are more involved and motivated to improve and learn. The intervention program for student achievement has been tutorials during the day: B/C period. Tutoring during the B/C period for English and Math has contributed to the great impact on students' learning. Students that show a need for reteaching of content due to not understanding during regular instruction are the ones benefiting from the B/C tutoring period. The longitudinal student achievement data indicates growth over the last 2 years post-COVID.

Data relection within and among content areas demonstrates an upscale increase in performance.

This data will serve to examine changes that may be needed to the sequence of how objectives are taught, re-examine the length of time that is the STAAR blueprints, data comparison to teacher performance by group/populations and comparison to other district teachers to anticipate pi

When our data is disaggregated at various levels of depth one of the areas of need are the number of special education students grouped by periods in some classes and a need for more inclusion teachers to decrease ratios. Our curriculum YAG is updated yearly by our own district teachers and within the Scope of Objectives in the YAG, the TEKS are indicated by number and description as evidence of alignment. Vertical and horizontal alignment includes connections to real world experiences and 21st century learning skills via application of content and learning objectives.

The number of special population tagged students achieving approaches level on EOC exams serves as evidence supporting the implementation of interventions as these students have demonstrated needs for intervention with high impact/high yield accelerated learning.

In 2023-24 one of the initiatives surrounded the exit tickets that shifted our instructional design model and expanded on the formal and informal measure with such strategy to further enhance our checking for understanding piece with higher order thinking aligned to EOC standards and EOC 2.0 questions.

EOC exams are aligned to TEKS however there is a variance in alignment if we consider exams from 6 weeks to 6 weeks as different contents are teaching at various paces as they adjust to student needs. There are some objectives that require further expansion due to the needs of individual class groups/periods.

Since the expansion of technology use and Google Platform as a result of COVID, some of our classes continue to use the Google classroom to post assignments for independent practice. Although technology proficiency may be above average the key boarding skills necessary for EOC STAAR 2.0 demonstrate a need for practice.

## Student Learning Strengths

- The commitment of teachers for our students is evident with a low-turnover rate as indicated by data.
- The accessibility to programs such as Eduphoria ensures educators can track and monitor their students' progress and the effectiveness of their instruction.
- Provision of the curriculum for our core areas with yearly updates available to our teachers for guidance and alignment to a universal scope and sequence by content and grade level to ensure teaching of TEKS standards and relevant content.
- The provision of all instructional materials needed by the teacher to help students be successful in the classroom.
- Block schedule allocated for a conference and separate planning period both ample time to desegregate data, plan for instruction, and prepare for the delivery of that instruction.
- Department leads in all areas to increase communication and to disseminate content and curricular information to their teachers.
- DNHS teachers provide various avenues for students to succeed in their classrooms, such as reteaching/tutoring within the regular class period and during B/C period (30 minutes daily).
- The following programs are part of what has led to our strengths:
  1. Testing Participation: TSI, ACT, AP, CBE
  2. Enrollment in advanced courses: On-Ramps, AP, Dual Enrollment, STC
  3. Differentiated graduation plans
  4. Accessible curriculum- Share Point
  5. T-STEM academy/cohorts
  6. AVID
  7. Migrant program
  8. Bundle tests/six weeks/benchmark
  9. Career Center: Scholarship opportunities, FAFSA
  10. Interventions for Special Populations
  11. Credit Recovery Opportunities- Edgenuity online program
  12. Inclusion Teachers
  13. Instructional Accommodations are in place for students based on IEPs
  14. ESOL courses
  15. Strategies for EB students
  16. Eduphoria Data Access

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Outdated technology that does not meet specifications for compatibility (software/hardware) for On-Ramps and other college related courses.

**Root Cause:** Technology short term and long term plans need to redefine the length of time specifically for programs such as On-Ramps that need newer technology within a 2 year time frame rather than waiting 5 years.

**Problem Statement 2 (Prioritized):** DNHS students registered for Credit by Exam did not participate thus causing expenditures that were not necessary as the campus shielded responsibility of the cost/fee and similar occurrence with the Advanced Placement (AP) exams **Root Cause:** Stricter regulations to be considered by the DLPAC so that non-participating students refund the base fees.

# School Processes & Programs

## School Processes & Programs Summary

### 2024 [SCHOOL PROCESSES AND PROGRAMS SUMMARY](#)

Follow up data regarding teacher performance is provided to teachers via walk-throughs on Eduphoria, observations on TEEMS, data reports from Eduphoria, 1 to 1 feedback provided by District directors and strategists, and feedback from Lead Teachers. Our attendance rate per staff demonstrates a pattern of absences on Fridays and Mondays. Data indicates a high student to teacher ratio in EOC classes as well as a high number of diverse learners concentrated to some periods. Based on staff needs depending on the time of the school year, events such as the teacher job fair held in summer or via DISD HR employee portal applications are selected for pre-screening. Applicants are screened at the campus level via SBEC certificate tool, and completion of professional development updates such as CEU credits, GT hours, AP and on-Ramps training, AVID etc. The campus uses a hiring committee composed of administrators, teachers, counselors and/or specialists to make hiring determinations. An evaluation instrument is used to document applicant responses and administrators and teachers submit feedback on the applicants to the principal. The school principal keeps teacher performance records. Lack of screening beyond the SBEC, better screening of applicants, creating a lesson plan & demonstration.

Currently DNHS does not have a teacher/mentor program although in years past this was directed and implemented via the district level HR Dept. A teacher mentor program should be established with a direct job description to help out new staff incorporate themselves into the school and learn the processes necessary. No current feedback available through a specific mentor program however DNHS depts. have Lead teachers that have filled the role of mentor often to support their own department and in some cases cross-discipline support. The CLPAC, DLPAC and ESSER committees have provided leadership opportunities for teachers and staff to initiate capacity building and support continuous improvement by being part of decision making processes including budget & expenditures, allocations of funds, student performance, learning, and teacher improvement among other topics and areas. Trainings within the district that may be required or provided by district personnel are noted to be few aside from GT training, Bilingual trainings and GearUp are available but there is no monetary incentive to join for Saturday trainings, and those located in other cities.

Needs: Content Specific Conferences with upfront meal and hospitality reimbursements. Not just on Saturdays and held at various regions to learn what they are implementing.

Scores from bundle exams, EOC exams, TELPAS and other state and district assessments are used to evaluate student performance by categories, TEKS, and disaggregated to identify instructional needs. Further evaluation examines the needs for professional development for teachers in areas of content, behavioral supports and classroom management, learning styles, lesson delivery, pedagogy, instructional models, teaching strategies, data, accommodations, learning tools,

etc.

Collectively the feedback from departments to each strategist/director helps to determine targets set at the district level for professional development. Feedback from campus admin to directors/strategists also helps to retrieve input into opportunities for our teachers to help them meet individual professional goals. One of the professional development opportunities attended by our SS teachers includes the Texas Council for the Social Studies & Lead4ward Conference which was utilized in preparation for the 2023 US History STAAR review.

Evidence that families and community members are involved in meaningful activities that support student's learning include Financial Aid, EB Parental Meeting, Migrant Meetings, Meet the Teacher & Open House: Low turnout, Fine Arts & Athletic (Homecoming) Parent Night, Top 20 Banquet, Scholarship Night, College Signing, NHS Induction Ceremony, LEO Club Induction Ceremony. Families and community members involved in school decisions through CLPAC, DLPAC, SHAC, ARD's, 504's and SURVEYS. We also have: Migrant services, Gear Up, and Field trips for Life Skills students.

Types of services available to support families, community members, and students to encourage healthy family relationships include SEL, McKinney Vento, Counseling Service Referrals, Grief counselors, LPC's, LSSP's

Support for families who speak languages other than English include Bilingual : Phone Calls, Hardcopy Flyers (District Social Media & DNHS Media), and Blackboard. There is a campus translator in ARD/504/RTI/IGC meetings and in the LPAC.

The types of services available to support students in special programs include but are not limited to: Inclusion Teachers, a Transition Fair, and the Special Olympics. There are also homebound services and EB services from the Bilingual Academy within our campus. Gear Up and Migrant College Trips. Community partnerships also exist to support families and students including the Rising Chief Booster Club and the Food Drive. The campus supports via allowing the groups to fundraise and meet.

According to the Texas Academic Performance Report (TAPR), the teacher to student ratio is 13.4. Some classes have double this amount. The Master Schedule should be completed before the start of the new school year, so teachers have time to plan for the upcoming school year. We should also expect more students to come in as the year progresses to have a better class size. The Social Studies department also requests a common planning period, which will result in maximized production and maximized accountability during PLC. Students are required to attend the STAAR Tutorial for Math and English a month prior to EOC. There is tutoring for MATH and English during C&B's. There are remedial classes for students who did not pass EOC, embedded in the master schedule (accelerated courses).

For EOC subjects, the district decides how the program will be run therefore the role for teachers is minimized and autonomy and design is not available.

The EOC curriculum is aggressively monitored, evaluated, and frequently reviewed. More effort and follow through should be implemented in all the other contents. There should be meetings with deans and district content directors before the end of the year to gather information and better prepare for next year's curriculum and schedule/classes.

## School Processes & Programs Strengths

### STRENGTHS:

- Follow-up data regarding teacher performance are provided to teachers through data-base systems like Eduphoria and TEEMs. One to one feedback provided by District directors, strategists, and peers. Teachers are provided with “walkthrough” performance data on Eduphoria, and teachers are able to generate Data Reports that can be filtered by course subject, special populations, and student performance.
- Applicants are screened at the campus level via SBEC certificate tool, and completion of professional development updates such as CEU credits, GT hours, AP and On-Ramps trainings, AVID etc.
- A few systems exist and are in place. Those are: GT trainings, Bilingual Trainings, and Gear Up trainings. Aside from these, we also have the SBDM where teachers, administrators, students, parents, district members, and community members must be involved. However, our SMBM is composed of teachers and students only.
- Information gathered from department meetings, but this year we were not able to go deeper.
- 1st week back to school staff assisted various PD sessions.
- SS: Lead4ward was utilized in preparation for US History STAAR Review.
- Social Studies teachers were able to convey what they learned at the Lead4ward conference during PLC meetings. It allowed US History teachers to better understand how to organize their STAAR review weeks. They were able to see what questions were highly tested and better prepare for those questions.
- STAAR Data was given to all staff in May. It showed how we did compared to previous years, and were able to see the growth at our campus.
- Teachers are able to speak to the Deans and Content Directors over matters concerning curriculum and school implementation procedures.
- Parent Portal

### WEAKNESSES:

- Although these are appropriate methods to follow up with teachers, the school should create a more uniform process for all appraisers to use. Due to the newness of the T-TESS system, that replaced PDAS, our appraisers have undergone 2 years of training, there is still a need for alignment among appraisers.
- Highly effective staff are assigned to tested subjects with additional pressure which includes: excessive walkthroughs, excessive meetings, and limited supplies. There is a high student to teacher ratio. High number of diverse learners in each class period.
- We should create a guideline for 23-24 Teacher Mentor Program. List of mentors should be kept by the secretary. Mentors should meet with mentees bi-weekly the first six weeks to teach mentee how to run programs: TEAMS (attendance, grades, and self-service), Eduphoria (scanning tests, data breakdown, Strive), School Procedures, and duties. After the first 6 weeks, they can meet twice per six weeks.
- A teacher mentor program should be established with a direct job description to help out new staff incorporate themselves into the school and learn the processes necessary.
- Hiring process and candidate screening: although there are methods to screen candidates, there is a lack of screening in general that goes beyond the SBEC level. We would like candidates to complete a task that correlates to the position they are applying for and to demonstrate experiences and skills in the position. A suggestion would be to have candidates demonstrate their knowledge, experiences, and skills in a presentation, followed by interview questions by the interview committee, and lastly complete a written task such as a mock lesson plan.
- There is no monetary incentive to join Saturday trainings that are located in other cities. There is a need for content specific conferences with upfront meal and hospitality reimbursements, something that has been done in the past at SMHS (2016-2018).
- This administrative work is unknown to teachers. However, teachers would love to know what are the driving forces behind the implemented programs and indicators. A suggestion would be for Admin to provide a presentation to departments regarding the data that is behind instructional decision making.

- Parent and community members to participate in CLPAC, LPAC and other committees as invited. (invited, confirm, but do not show)
- There are no faculty meetings. DLPAC decisions are overruled. We need an update on how CLPAC should be run and who can compromise it. CLPAC meeting minutes should be emailed to DNHS staff so the whole school is aware of the decisions being implemented. Also, having CLPAC members present information gathered in the next department meeting. Creating an environment of transparency in all levels.
- District needs to supply all campuses with appropriate information on how CLPAC should be run at campus level: who can participate, who should be present, what roles and responsibilities do CLPAC members have, and do they have the power to oversee the school budget.
- Highly effective staff are assigned to tested subjects with additional pressure which includes: excessive walk-throughs, meetings and limited supplies.
- Teacher absences specific to end of week and beginning of the week.

## NEEDS:

- Professional Development
  1. SS: Texas Council for the Social Studies & Lead4ward Conference (EOC teachers)
  2. Math: RGVCTM in November & CAMT during the summer
  3. Science: CAST & Lead4ward Conference (EOC teachers)
  4. Spanish: TFLA
  5. SBDM/CLPAC Region I Training
- There is a need for more inclusion teachers and higher incentive for these teachers, as well as more participation for mainstream events from students and parents.
- Homebound instruction focuses more on ELA and Math and often other contents such as Social Studies the service is not delivered, work does not get returned, and collaboration component is lacking its return effect from the homebound teacher.
- Attendance affects learning, so if we could have a program where students could get incentives for perfect attendance, per six weeks, that could help raise our attendance.
- Grades are important, if we could bring back the A & B honor roll breakfast, many students would strive to obtain better grades so that they could participate, increasing attendance, learning, and better data would be obtained at the end of each six weeks.
- District needs to supply all campuses with appropriate information on how CLPAC should be run at campus level: who can participate, who should be present, what roles and responsibilities do CLPAC members have, and do they have the power to oversee the school budget.
- Reading is crucial to all students in all subjects, especially EOC classes. If we could allocate monies to purchase prizes for reading competitions hosted by our librarian, this could foment a reading culture in our school.
- Supplies needs vary per content (i.e. dissecting animals specimens for Science, for SS certain maps, interactive resources, etc.)
- Teach students to use student portal.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Campus and district initiatives surround accountability for both instruction and positive behavioral supports requires incentives to encourage student performance. **Root Cause:** Although verbal encouragement is executed via announcements, classroom teachers, support staff, and administration, tangible incentives would motivate students to attend classes, reduce disciplinary referrals, increase literacy rate and ultimately positively affect assessment data.

**Problem Statement 2 (Prioritized):** Targeted specific professional development opportunities need to be expanded by future budget allocations to meet previously identified similar

needs in recurrence. **Root Cause:** Identical PD needs have been expressed by teachers and the district often identifies and approves limited locally provided training thus further limited growth and the possibility of teachers reaching higher levels of mastery.

# Perceptions

## Perceptions Summary

School Culture and climate refer to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affect how people interact within the system. Our campus supports decision-making bodies to make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems. Students/parents complete a student/parent climate survey for an opportunity to voice their opinions. Teacher/Staff are given a climate survey where they can address their opinions. Our campus has an open door policy where various committees and decision-making bodies play a crucial role in providing solutions. Some committees are DLPAC, CLPAC, Parental Involvement Meetings, Faculty Meetings and Lead Teacher Meetings. Other support school groups: AVID, Safe Schools, Migrant, Campus Counseling Services, Student Panel, and Parent Portal. The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to their learning. Administrators and teachers meet every week to discuss matters related to delivering and positive school culture and climate. The SBDM(CLPAC) representatives bring issues and concerns to the monthly meetings. Campus long-range plans, policies and procedures, and safety issues are communicated to parents and community members to assist the campus in providing a positive culture and climate. In addition, parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue, and administrators and teachers create a plan to improve issues that affect School Culture and Climate.

### SPRING 2024:

#### Climate Survey Responses:

**Non-Instructional professionals: 14%**

**Non-instructional paraprofessionals: 10%**

**Instructional Professionals 74%**

**Instructional Paraprofessionals: 3%**

**On a likert scale of 0 to 4.5 (increments of .5) out of 21 questions all the responses were above 3.5 deeming positive feedback.**

## Perceptions Strengths

### STRENGTHS:

- Student success despite language and cultural barriers
- Highly certified teachers with assignments matching certifications
- Solid CTE program reaching certification and completion status
- DNHS has advanced courses in all core areas



- Teachers perception and value of the student is held in high regard as social emotional needs and learning often surpass academic needs and DNHS teachers are helping meet those needs in our students
- We have this notion that we must be better than other schools, and that goal keeps us moving forward.
- Our teachers are great. We have some of the most caring teachers in the district.
- Our administrators work hard at their tasks and resolve every conflict with dignity and respect.
- Our counseling and the instructional departments are coming around and refining their efforts to serve students best.
- The campus culture is that we must do everything better than anyone else.
  - ACP programs
  - New Teacher Academy
  - New Teacher orientation
  - Weekly dept./content/PLC meetings
  - Qualified support staff
  - Operation Be on Time (OBOT)
  - Zero Tolerance policy
  - Curriculum
  - Inclusive events
  - Credit retrieval
  - Core Curriculum
  - Mentor programs
  - Extra-curricular activities
  - District & campus initiatives to promote positive climate via social media such as, FB and DISD Website
  - Communication through automated system when emergency or information need to be distributed
  - DISD Newsletter is available

#### Needs:

- Auxiliary staff climate survey participation 0%
- Appropriate Dress Policies concerning students and staff (this year the dress code for students was too relaxed)
- Incentives for students: (Attendance, Honor roll, academic recognitions including literacy)
- Student accountability regarding behavior and attendance
- Procedures in communicating with teachers when their students are sent to AC or DAEP (Give students access to discipline forms on TEAMS)
- Increase security staff and ensure they are trained (security should not be friends with the students)
- Re-examine fairness in discipline consequences
- Electronic Device Policies (eliminate use of phones during class times)
- Provide a copy of the DMP to teachers so that consistency is implemented via classroom procedures and syllabi
- Safety Measures (Too many students are walking around during instructional time)
- Consequences from infractions outside of the classroom to be equal to infractions in the classroom
- Monthly faculty meetings
- Monthly lead teacher/principal meetings with focus on dept. issues and concerns
- Operation Be on Time (OBOT) assigned individuals do not show up
- Tardy round-ups needed every period

#### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Inconsistency with classroom expectations and cell phone usage is contributing to behavioral issues and academic concerns. **Root Cause:**

Despite campus handbook expectations, there is a lack of consistency and implementation within the scope of some classrooms.

**Problem Statement 2 (Prioritized):** Donna North High School's ISS (short term & long term) & DAEP placements demonstrate high incidents involving physical altercations. that get most often posted on social media. **Root Cause:** Round-ups currently occur sporadically and not after every period, in addition recommendations to stairwell doors (door stoppers) as well as restroom checks periodically (locking, opening procedures).

# Priority Problem Statements

**Problem Statement 1:** As per Texas Academic Performance Report (TAPR) 2022-2023, students in 9th grade at Donna North High School (DNHS) are performing much lower when compared to the states scores. English I EOC 2022 campus 39% Approaches, while the state English I EOC 65% Approaches. For the 2023 school year English I EOC campus 50% Approaches, while the state English I EOC 72% Approaches

**Root Cause 1:** Literacy weaknesses follow trends from elementary and over time contributes to a larger gap and deficiency.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Truancy and attendance data reflects many unexcused absences for core classes while students are on campus sometimes sitting in classes not on their schedule.

**Root Cause 2:** Lack of consistent parent contact and communication logs, not following DMP, acceptance by teacher into the unassigned classroom, inconsistent monitoring in the hallways (OBOT), and professional expectations between security and students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Outdated technology that does not meet specifications for compatiibility (software/hardware) for On-Ramps and other college related courses.

**Root Cause 3:** Technology short term and long term plans need to redfine the length of time specifically for programs such as On-Ramps that need newer technology within a 2 year time frame rather than waiting 5 years.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** DNHS students registered for Credit by Exam did not participate thus causing expenditures that were not necessary as the campus shielded responsibility of the cost/fee and similar occurance with the Advanced Placement (AP) exams

**Root Cause 4:** Stricter regulatotions to be considered by the DLPAC so that non-participating students refund the base fees.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Campus and district initiatives surround accountability for both instruction and positive behavioral supports requires incentives to encourage student performance.

**Root Cause 5:** Although verbal encoiragement is executed via announcements, classroom teachers, support staff, and administration, tangible incentives would motivate students to attend classes, reduce disciplinary referrals, increase literacy rate and ultimately positively affect assessment data.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Targeted specific professional development opportunities need to be expanded by future budget allocations to meet previously identified similar needs in recurrence.

**Root Cause 6:** Identical PD needs have been expressed by teachers and the district often identifies and approves limited locally provided training thus further limited growth and the possiblity of teachers reaching higher levels of mastery.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Inconsistency with classroom expectations and cell phone usage is contributing to behavioral issues and academic concerns.

**Root Cause 7:** Despite campus handbook expectations, there is a lack of consistency and implementation within the scope of some classrooms.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Donna North High School's ISS (short term & long term) & DAEP placements demonstrate high incidents involving physical altercations. that get most often posted on social media.

**Root Cause 8:** Round-ups currently occur sporadically and not after every period, in addition recommendations to stairwell doors (door stoppers) as well as restroom checks periodically (locking, opening procedures).

**Problem Statement 8 Areas:** Perceptions

# 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 CCMR goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Observation Survey results

## 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 16, 2024

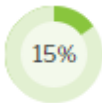


Goal 1: Focus On Student Success







**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:

- \*9th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 7% to 22%.
- \*9th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 14% to 20%.




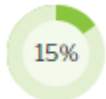
HB3 Goal








**Evaluation Data Sources:** Instructional pulse checks, administration walkthroughs, state/local assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes direct teaching, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 75% to 100% by September 30, 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> (164) Technology DNHS needs - State Comp. (164) - \$6,538, Title I (211) Teacher/Office, warehouse supplies - \$20,000 - Title I (211) - \$20,000, Tittle(255) TXCSS2024 - Title II Teacher/Principal (255) - \$1,945.82</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Obtain and provide program manipulatives, models, consumable, non-consumable materials, including warehouse supplies, technology, classroom instructional materials, Consultants to train students for STAAR (i.e. s3Strategies, Eduphoria, Lead4ward, Datacenter, etc.) and resources (i.e. online programs) for all student populations in any content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 40% to 60% ,the use of visual stimuli from 40% to 60% and utilization of processing tools from 40% to 60% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Software such as but not limited to Edpuzzle, Plan4Learning - Title I (211) - \$5,000, Edge Test Prep LLC - Title IV (289) - \$8,000, Instructional supplies (Warehouse) and outside vendors - State Comp. (164) - \$27,940, Instructional supplies - Title III (263) - \$11,493, PTECH INSTRUCTIONAL SUPPLIES - GAPP (488) - 488.11.6399.00.007.11.0.PT - \$8,012, Instructional Supplies and Resources - Local (199) - \$259,930, Instructional Supplies - Title I (211) - \$4,360, TESTING MATERIALS-PTECH - GAPP (488) - 488.11.6339.00.007.11.0.PT - \$4,888, STUDENT TRAVEL-PTECH - GAPP (488) - 488.11..6412.00.007.11.0.PT - \$10,000, STIPENDS-NONEMPLOYEE PTECH - GAPP (488) - 488.11.6413.00.007.11.0.PT - \$5,440, MISC. OPERATING EXPENSES PTECH - GAPP (488) - 488.11.6499.00.007.11.0.PT - \$1,044</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 20% to 50% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Provide funds for teachers, counselors, administrators, campus personnel/support staff to attend necessary trainings, conferences or professional development in all areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Build capacity of teachers, counselors, campus admin and support personnel such as but not limited to : ILT, On-Ramps, DL, PTECH, TSTEM, STC, Dual Enrollment, etc.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development for Admin to include travel, registration, meals and learning materials - Title II Teacher/Principal (255) - 15000, Professional Development for Teachers, counselors, admin and support staff - Title I (211) - \$8,000, Office Supplies and Resources for Admin - Title II Teacher/Principal (255) - \$12,000, Tutorials - Title I (211) - \$20,350</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District administration, campus administration, counselors, and teachers.</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Design and Implement a "Campus Student CCMR Support Team" (Counselor, CTE Counselors, CCMR Teacher, Financial Aid Facilitator, GEAR UP Facilitator, Migrant Strategist, Campus Leadership, Special Ed. Casemanager, and District CCMR Leadership [CTE Director, CCMR Coordinator, Advanced Academics Director, Student Support Services Supervisor]) to implement strategies to facilitate effective transition for students from middle school to high school and from high school postsecondary education; coordination with institutions of higher education, employers, and other local partners; planning of delivery of monthly parent modules focused on academics, CCMR, and discipline expectations and services; and facilitation of CCMR Fair and College Day Fair.  <b>Strategy's Expected Result/Impact:</b> Graduate all students college, career, or military ready. <b>Staff Responsible for Monitoring:</b> Executive Director of Leadership & CCMR, CCMR Coordinator.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms.  <b>Strategy's Expected Result/Impact:</b> Increase academic achievement. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individual goals. Schools will receive funds based on enrollment as follows: 800+ - 3,000 500-799 - 2,000 250-499 - 1,000 The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee that will review ADA and determine if the school has me the goal. In addition campuses will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks.  <b>Strategy's Expected Result/Impact:</b> ARC meetings every 4 weeks; an improved overall district ADA from a 90.9 to a 92.4% for 24-25 school year for 25-26 goal is a 94.4% for 26-27 to a 96.4% <b>Staff Responsible for Monitoring:</b> District ARC	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Focus On Student Success

**Performance Objective 2:** Teacher/Office supplies

**Evaluation Data Sources:** Title I (211) Teacher/Office, warehouse supplies - \$20,000

## Goal 2: Focus on Family and Community Engagement

**Performance Objective 1:** Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.


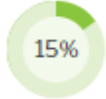
**Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook






(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)

\* Family and Community Engagement Survey Checklist

([https://docs.google.com/document/d/1HVVaI4g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing](https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing))

\* surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.  <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Misc. Operating clothing vouchers Title I (211) - Title I (211) - 211 - \$3,750	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.  <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

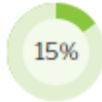
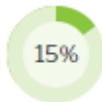
## Goal 2: Focus on Family and Community Engagement



**Performance Objective 2:** Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

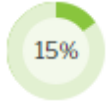




**Evaluation Data Sources:** \* training invitation

\* training sign-in sheets

\* training agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year.  1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211  <b>Strategy's Expected Result/Impact:</b> Equitable access to all available supports and resources. <b>Staff Responsible for Monitoring:</b> Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations.</p> <ol style="list-style-type: none"> <li>1. Campus staff will send out income surveys at the beginning of the school year.</li> <li>2. Child Nutrition will send the student data in September to match for poverty eligibility.</li> <li>3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act.</li> <li>4. The data will be collected in Skyward using the date of verification that they deteremine for the poverty eligibiliy criteria.</li> <li>5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Ensure equitable campus allocations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 2:** Focus on Family and Community Engagement




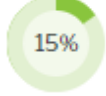
**Performance Objective 3:** Misc. Operating clothing vouchers Title I (211)

**Evaluation Data Sources:** Title 1 (211)

### Goal 3: Focus On Operational Excellence

**Performance Objective 1:** 3.1 Donna North High School will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Donna North High School will monitor their facilities and send a survey to the staff to see input on the facilities' needs. <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> Wax and other custodial supplies - Local (199) - \$55,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Donna North High School will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Donna North High School will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. <b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



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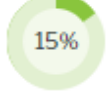







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### Goal 3: Focus On Operational Excellence

**Performance Objective 2:** Donna North High School will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

**Evaluation Data Sources:** Work orders



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Donna North High School's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. <b>Strategy's Expected Result/Impact:</b> Clean and safe campus <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> Custodial Supplies - Local (199) - \$45,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Donna North High School's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Donna North High School will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Donna North High School will monitor all bus riders, referrals etc.. to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. <b>Strategy's Expected Result/Impact:</b> Safe transportation <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### Goal 4: Focus On Employees And Organizational Excellence

**Performance Objective 1:** 4.1 Donna North High School will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

**Evaluation Data Sources:** District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Staff Development CAST Conference - Title II Teacher/Principal (255) - \$4,119.91, Humanities Texas Workshop - Title IV (289) - \$6,637, Athletics-Student/Coaches Travel - Athletic Fund (181) - 6412/6411 - \$10,000, TXCSS Social Studies Fall Conference - Title II Teacher/Principal (255) - 6299/6411 - \$1,717.34	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership  <b>Funding Sources:</b> CAST CONFERENCE 2024 - Title II Teacher/Principal (255) - \$4,119.91	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. <b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				










#### Goal 4: Focus On Employees And Organizational Excellence

**Performance Objective 2:** 4.2 Donna North High School will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

**Evaluation Data Sources:** District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).  <b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).  [Staff Responsible for Implementation: Campus Administration] <b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management  <b>Funding Sources:</b> SEL resources, incentives, etc - Local (199) - \$10,000		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.  <b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Resources - Local (199) - \$3,000		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. <b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. <b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.  [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] <b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. <b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). <b>Staff Responsible for Monitoring:</b> Misc. Operating clothing vouchers Title I (211) 211.32.6499.00.007.24.0.00 \$3,750.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> (211 - Title I (211) - \$3,750, STEPP18+ - State Special Ed. (165) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.  <b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%  <b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Clothing vouchers - Title I (211) - 211.32.6499.00.007.24.0.00 - \$3,750	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.  <b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.  <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



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Goal 5: Focus On Financial Stewardship


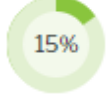




**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Donna North High School based on the 5-year Strategic Plan.

**Evaluation Data Sources:** C. N. A.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.  <b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs using Plan4Learning as a resource tool. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> Plan4Learning Platform - Local (199) - \$750	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 5: Focus On Financial Stewardship

**Performance Objective 2:** Donna North High School will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Donna North High School will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. <b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> M. Ramirez -September-Travel expenses to GEAR UP trainings/sessions/events - GEAR UP (274) - 274.13.6411.00.007.24.0.00 - \$223.04, M. Hernandez -September-Travel expenses to GEAR UP trainings/sessions/events - GEAR UP (274) - 274.13.6411.00.007.24.0.00 - \$178.69	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Donna North High School will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. <b>Strategy's Expected Result/Impact:</b> Orders, Requisitions, etc. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> October-Travel expenses to GEAR UP trainings/sessions/events - GEAR UP (274) - 274.13.6411.00.007.24.0.00 - \$393.71	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I

## 1.1: Comprehensive Needs Assessment

Each campus will complete a comprehensive needs assessment in spring of each school year. Campus committees will be organized for each of the 8 sections of review. Each committee will research and identify areas of need and strength. The committees will commence the comprehensive needs assessment by presenting their findings to entire campus. Thereafter, the campus and committees will create specific strategies in correspondence with allocated budget.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Donna Independent School District and each campus has developed a comprehensive plan (DIP/CIP) with the assistance of various stakeholders to include: administrators, teachers, support staff, community members and parents.

## 2.2: Regular monitoring and revision

The Title I, Part A LEA and Schoolwide Program Plans are updated throughout the school year as needed based on campus and districts continuous change of needs.

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

The DIP and CIPs are organized electronically through Plan4learning and are located on the district website under the Testing and Evaluations and each campus website respectively.

Each plan (DIP/CIP) are available to parents and the public throughout the district and campus website. An English printed copy of the DIP and CIP is also available at each campus and is available for translation upon request.

## 2.4: Opportunities for all children to meet State standards

Donna I.S.D. provides opportunities for all children to meet State standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies throughout the school day. Curriculum based assessments, bundle exams, and benchmarks are done throughout the school year to evaluate mastery and provide intervention as needed. Teachers are continuously provided with staff development throughout the school year at both the district and campus levels.

Donna ISD directly communicates by email and conducts outreach to PNPs within school zone boundaries.

## 2.5: Increased learning time and well-rounded education

Donna ISD provides opportunities for increased time as needed for children to master the objectives. Part of the school day and in after school sessions, students are able to participate in various programs and activities that supplement the required core curriculum in order to provide a well rounded education. Opportunities to participate in programs such as dance, art, music, robotics, technology, sports, etc. are provided by various funding sources to keep students engaged and motivated.

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

Donna ISD continuously monitors the needs of all students with a focus on the at risk of failing, failing, pregnant, EL, migrant, SPED, truant, etc. Programs and services have been designed to assist these student groups in order to facilitate student learning and assist in meeting the state academic standards.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Donna ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing various strategies.

#### **4.2: Offer flexible number of parent involvement meetings**

Campuses and district hold parent meetings and activities during the day as well as after school to accomodate all our parents.

#### **5.1: Determine which students will be served by following local policy**

Donna ISD does not have targeted assistance campuses for the 2024-2025 school year.

Donna ISD does not provide services through neglected or delinquent facilities.



# Campus Funding Summary

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	(164) Technology DNHS needs		\$6,538.00
1	1	2	Instructional supplies (Warehouse) and outside vendors		\$27,940.00
Sub-Total					\$34,478.00
Budgeted Fund Source Amount					\$32,940.00
+/- Difference					-\$1,538.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	STEPP18+		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies and Resources		\$259,930.00
3	1	3	Wax and other custodial supplies		\$55,000.00
3	2	1	Custodial Supplies		\$45,000.00
4	2	1	SEL resources, incentives, etc		\$10,000.00
4	2	2	Resources		\$3,000.00
5	1	1	Plan4Learning Platform		\$750.00
Sub-Total					\$373,680.00
Budgeted Fund Source Amount					\$603,680.00
+/- Difference					\$230,000.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I (211) Teacher/Office, warehouse supplies - \$20,000		\$20,000.00
1	1	2	Instructional Supplies		\$4,360.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Software such as but not limited to Edpuzzle, Plan4Learning		\$5,000.00
1	1	4	Tutorials		\$20,350.00
1	1	4	Professional Development for Teachers, counselors, admin and support staff		\$8,000.00
2	1	1	Misc. Operating clothing vouchers Title I (211)	211	\$3,750.00
4	2	5	(211		\$3,750.00
4	2	7	Clothing vouchers	211.32.6499.00.007.24.0.00	\$3,750.00
Sub-Total					\$68,960.00
Budgeted Fund Source Amount					\$62,460.00
+/- Difference					-\$6,500.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tittle(255) TXCSS2024		\$1,945.82
1	1	4	Professional Development for Admin to include travel, registration, meals and learning materials	15000	\$0.00
1	1	4	Office Supplies and Resources for Admin		\$12,000.00
4	1	1	Staff Development CAST Conference		\$4,119.91
4	1	1	TXCSS Social Studies Fall Conference	6299/6411	\$1,717.34
4	1	2	CAST CONFERENCE 2024		\$4,119.91
Sub-Total					\$23,902.98
Budgeted Fund Source Amount					\$18,819.00
+/- Difference					-\$5,083.98
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional supplies		\$11,493.00
Sub-Total					\$11,493.00
Budgeted Fund Source Amount					\$11,493.00
+/- Difference					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Edge Test Prep LLC		\$8,000.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Humanities Texas Workshop		\$6,637.00
Sub-Total					\$14,637.00
Budgeted Fund Source Amount					\$14,637.00
+/- Difference					\$0.00
GEAR UP (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	M. Ramirez -September-Travel expenses to GEAR UP trainings/sessions/events	274.13.6411.00.007.24.0.00	\$223.04
5	2	1	M. Hernandez -September-Travel expenses to GEAR UP trainings/sessions/events	274.13.6411.00.007.24.0.00	\$178.69
5	2	2	October-Travel expenses to GEAR UP trainings/sessions/events	274.13.6411.00.007.24.0.00	\$393.71
Sub-Total					\$795.44
Budgeted Fund Source Amount					\$5,475.00
+/- Difference					\$4,679.56
Athletic Fund (181)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Athletics-Student/Coaches Travel	6412/6411	\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$0.00
GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TESTING MATERIALS-PTECH	488.11.6339.00.007.11.0.PT	\$4,888.00
1	1	2	PTECH INSTRUCTIONAL SUPPLIES	488.11.6399.00.007.11.0.PT	\$8,012.00
1	1	2	STUDENT TRAVEL-PTECH	488.11..6412.00.007.11.0.PT	\$10,000.00
1	1	2	MISC. OPERATING EXPENSES PTECH	488.11.6499.00.007.11.0.PT	\$1,044.00
1	1	2	STIPENDS-NONEMPLOYEE PTECH	488.11.6413.00.007.11.0.PT	\$5,440.00
Sub-Total					\$29,384.00
Budgeted Fund Source Amount					\$29,384.00
+/- Difference					\$0.00
Grand Total Budgeted					\$789,888.00

GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$568,330.42
+/- Difference					\$221,557.58

# Addendums

**Donna Independent School District**  
**Translation Procedure**

**Purpose:**

Donna I.S.D. will take practicable steps to ensure that parents, guardians, and other English Learners have access and equal opportunity to important school information. Information will be provided in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand [Section 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

**Types of Translation Available:**

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

**Data Used to Determine Translation Needs:**

Donna I.S.D. will conduct annual review of the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests.

Based on this analysis, the district has determined that they will provide information in the following languages: Spanish

**Documents/Information to be Translated:**

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) will be available in Spanish and available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Parent Family Engagement State-Wide Initiative will be provided to parents/guardians in the identified language(s).

School Parent Compact written information will be translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

**Monitoring:**

On an ongoing basis, Donna I.S.D. will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Donna I.S.D. will regularly assess the efficacy of these procedures used for the delivery of language assistance.

**Donna Independent School District**  
**Procedimiento de traducción**

**Propósito:**

Donna I.S.D. tomará medidas prácticas para garantizar que los padres, tutores y otros estudiantes de inglés tengan acceso e igualdad de oportunidades a información importante de la escuela. La información se proporcionará en un formato comprensible y uniforme, y en la medida delo posible, en un idioma que los padres/tutores puedan entender [Artículo 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

**Tipos de traducción disponibles:**

La asistencia lingüística se proporcionará a través de un intérprete bilingüe del personal, materiales traducidos escritos y documentos y capacidades de traducción de sitios web asistidas por tecnología.

**Datos utilizados para determinar las necesidades de traducción:**

Donna I.S.D. llevará a cabo una revisión anual de las necesidades de acceso al idioma de nuestros padres, tutores y otros a través de la revisión de los formularios de idioma del hogar, los datos de etnicidad del distrito / campus y los comentarios y solicitudes de educadores / padres / estudiantes.

En base a este análisis, la LEA ha determinado que proporcionará información en los siguientes idiomas: inglés y español.

**Documentos/Información a traducir:**

Los Planes de Mejoramiento del Distrito/Campus y las políticas escritas de Participación de la familia de los padres estarán disponibles en inglés y español y disponibles a pedido verbalmente a través de un intérprete o a través de la capacidad de traducción del sitio web.

Se proporcionarán a los padres/tutores un boletín escrito de la Iniciativa Estatal de Participación de la Familia de los Padres en los idiomas identificados.

La información escrita de Pacto para padres de la escuela se traducirá a los idiomas identificados. Las Conferencias maestro-padre (Compact) se llevarán a cabo en presencia de un intérprete del personal.

Los informes escritos se traducirán al idioma identificado para el padre/tutor. Se proporcionarán más explicaciones o detalles sobre el informe al padre/tutor a través de un intérprete del personal.

**Monitoreo:**

De manera continua, Donna I.S.D. evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que puedan requerir la reevaluación de este procedimiento. Además, Donna I.S.D. evaluará regularmente la eficacia de estos procedimientos utilizados para la prestación de asistencia lingüística.

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# COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez  
Federal Programs/SCE Director



## Vision

“All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.”

## Mission

The mission of Donna ISD is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

## Number One Outcome

To graduate all students per their expected graduation date, ready for college, career, or military

## Our Shared Beliefs

- Every child has the right to learn and deserves a passionate teacher in an engaging environment.
- Our schools are the responsibility of our community.
- Everyone thrives in a positive school culture that values respect, trust, diversity, and dignity.
- Establishing positive student, faculty, and parent relationships is key to student academic success.
- Teachers need to feel supported/motivated and provided with the necessary resources that will ensure student success.
- Social and emotional skills are developed from the elementary to the high school, leading to students finding their passion.
- All students deserve a quality and well-rounded education.

## DISD Strategic Plan Goals

- Goal 1: Focus on Student Success
- Goal 2: Focus on Family & Community Engagement
- Goal 3: Focus on Operational Excellence
- Goal 4: Focus on Employee & Organizational Excellence
- Goal 5: Focus on Financial Stewardship

# PURPOSE OF A CNA

- Purpose
  - Conduct a root cause analysis
  - Determine why gaps exist
  - Identify strengths and weaknesses
- Why?
  - Both state and federal guidelines require a comprehensive needs assessment to determine strategies, funding, and evaluation of programs and services.
  - The required stakeholders must be part of the process
    - ✓ parents
    - ✓ other members of the community
    - ✓ teachers
    - ✓ principals, or other school leaders
    - ✓ paraprofessionals
    - ✓ administrators
    - ✓ tribes and tribal organizations present in the community
    - ✓ If appropriate, specialized instructional support personnel, technical assistance providers
    - ✓ if the plan relates to a secondary school, students, and other individuals determined by the school

# HOW DO WE START THE CNA PROCESS?

- Establish committees for each focus area of the CNA and appoint committee chairperson;
- Determine which type of data will be collected and analyzed;



FOCUS AREA	POTENTIAL DATA TYPES		
<b>Demographics</b>	<ul style="list-style-type: none"> <li>At-Risk by Category</li> <li>Attendance</li> <li>College, Career, and Military Readiness (CCMR)</li> </ul>	<ul style="list-style-type: none"> <li>College/University/Dual Credit/Advanced Placement Enrollment</li> <li>Course/Class Assignments</li> <li>Enrollment</li> <li>Ethnicity</li> <li>Gender</li> </ul>	<ul style="list-style-type: none"> <li>Mobility/Stability</li> <li>Rates of Graduation, Completion, and Dropouts</li> <li>Special Program Participation</li> <li>Teacher-Student Ratios</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Advanced Course/ Dual Enrollment Data</li> <li>College, Career and Military Readiness (CCMR)</li> <li>College Entrance Exams</li> <li>Course/Class Assignments</li> <li>Course/Class Grades</li> </ul>	<ul style="list-style-type: none"> <li>College/University/Dual Credit/ Advanced Placement Enrollment</li> <li>Graduation Plan Types</li> <li>Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts</li> <li>Results Driven Accountability (RDA)</li> </ul>	<ul style="list-style-type: none"> <li>Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures</li> <li>State Assessment Data</li> <li>State and Local Student Assessment Data Tables</li> <li>Texas English Language Proficiency Assessment System (TELPAS) Results</li> <li>Texas Success Initiative (TSI) Data</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>Classroom and School Walk through Data</li> <li>Feedback Data</li> <li>Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>Interviews</li> <li>Parent Conferences or Meetings</li> <li>Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Student Discipline Data (including Disproportionality)</li> <li>Surveys</li> </ul>
<b>Staff Quality, Recruitment and Retention</b>	<ul style="list-style-type: none"> <li>Course/Class Completions, Grades, and Other Data</li> <li>Paraprofessional and Other Staff Qualifications</li> <li>Professional Development Data</li> </ul>	<ul style="list-style-type: none"> <li>Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts</li> <li>Recruitment and Retention Rates and Other Data</li> <li>Special Program Qualifications (Bilingual/ESL, Special Education, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Staff Mobility/Stability</li> <li>Teacher Certification/ Qualification Data</li> <li>Teacher-Student Ratios</li> <li>Texas Teacher Evaluation &amp; Support System (T-TESS) and/ or other Staff Effectiveness Data</li> </ul>

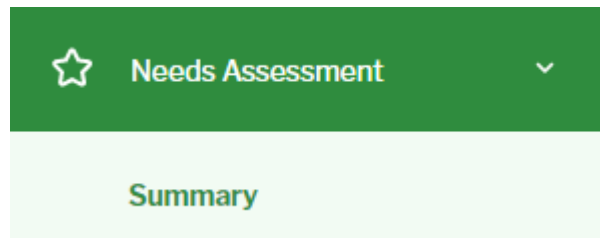
# CONT.

- Gather and analyze data;
  - Look for patterns in the data that reveal trends or insights about the campus/district
  - Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources
- Use probing questions;
- Finalize findings and identify/summarize strengths and needs
- Finalize plans for the upcoming school year based on these strengths and needs
- Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;

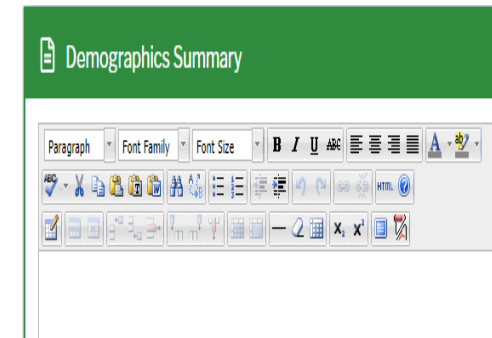


# DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

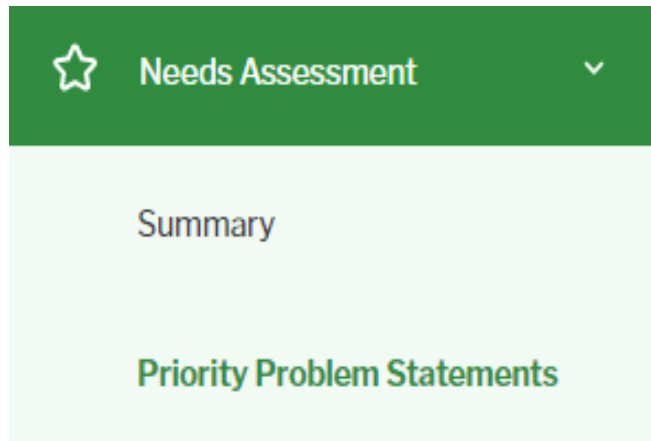


Demographics  
Student Learning  
School Processes & Programs  
Perceptions



# CONT.



- Enter problem statement and root cause



Demographics		
1	Problem Statement	: 86 % of students are considered at risk.
	Root Cause	: Students are economically disadvantage, parents not as involved, not exposed to the experiences other students may have.
	<a href="#">Edit Associated Areas</a>	
2	Problem Statement	: Attendance rate was low, this year we had an average of 89.59%.
	Root Cause	: Many students and staff were affected by the COVID-19 and missed school for prolong periods of time. Absent means missing our on class time.
	<a href="#">Edit Associated Areas</a>	
3	Problem Statement	: School clubs and other activities were suspended for the year, or there was low participation.
	Root Cause	: Due to COVID-19 school clubs did not meet and some activities that occurred had low participation due to fear of possible exposure to the virus.
	<a href="#">Edit Associated Areas</a>	

# CONT.

- Check off data sources used to compile strengths, weaknesses, and recommendations

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



## Accountability Data

- ☐ Texas Academic Performance Report (TAPR) data
- ☐ Student Achievement Domain
- ☐ Student Progress Domain
- ☐ Closing the Gaps Domain
- ☐ Effective Schools Framework data
- ☐ Comprehensive, Targeted, and/or Additional Targeted Support Identification 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)

Save Accountability Data

# UPLOADING DOCUMENTATION ON TITLE I CRATE

- Maintain meeting agendas, sign in sheets, and data sources used and upload on Title I Crate
- Log into <https://auth.806technologies.com/login/plan4learning>

## Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

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# CONT.

- Click District Crate upload on the left hand side

**Welcome, Griselda Alvarez**  
DISTRICT POWER USER



Home



District Crate Upload



Reports



History

# CONT.

- Scroll down to “M” End of the Year Documents

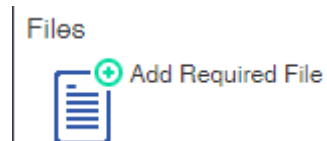


- Click on #3 CNA Documentation

**3**

**CNA Documentation (Summary, meetings agendas, minutes etc. )**  
🕒 06/24/2023   👤 Rebecca Castaneda   [↻ Change](#)   📄 1 Required F

- Click the + add required file and upload your documents



# QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?
  - Migrant – Do they return each year? What time of year?
  - Homeless/Foster – What services are available?
  - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?
  - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?
  - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?
  - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?



# PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.
- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?
- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?



# STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

- Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as “Does Not Meet”, “Approaches”, “Meets”, and “Masters”. If not, why?
- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?
- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?
- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?
- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?



## PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?
- Are there universities and/or community colleges in our community? How do we interact with them?
- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.
- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?
- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?
- Are communications translated into languages other than English when needed?



# STAFF ENGAGEMENT (GOAL 1 AND 2)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years
- How do we support inexperienced teachers? Discuss any staff mentoring results.
- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
- What are teachers' expectations for parental involvement? How do we know?
- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?
- What procedures are in place to involve staff in improvement planning? How are they included in decisions?



# STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
- How do students describe their campus? How does this differ from teachers' descriptions?
- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?





# STAFF QUALITY, RECRUITMENT, AND RETENTION (GOAL 1, GOAL 3, GOAL 4, GOAL 5)

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?
- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?
- What support is available for teachers whose student performance is below district and/or state standards?
- How are the strengths of the most effective teachers shared with others?
- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?
- What professional development and resources are needed? How are these needs identified?



# QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA
- [CNA questions to consider](#)



# LAST STEP - BUDGET

- Using the district and/or campus improvement plan on plan4learning, identify Goal, Performance Objective, and Strategy that addresses the need (go back to your root causes, what strategies or activities will directly address the root causes?)



Focus On Student Success



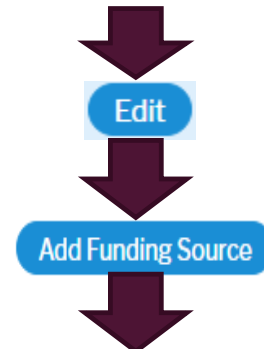
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations

# CONT.

## Strategy 1

Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice



Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code \$ 117,544
Resources Needed	Summer Curriculum Updates: Content strategists will work on updating curriculum document	FTE
	Title I (211) >	211.13.6118.00.933.24.0.C\ \$ 56,140
Resources Needed	Locally Funded Instructional Programs: Istation (\$195,762.60), Edusmart (\$30,400), DBQ Onl	FTE
	Local (199) >	199.11.6399.XX.XXX.XX.X.) \$ 260,312.60

# BREATHE

- Once you have tied your activities and budget to the CIP;

