

Donna Independent School District
Veterans Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Veterans Middle School Mission Statement: The mission of Veterans Middle School is to provide a positive and safe learning environment with substantial and effective instruction that builds on cultural and community norms.

Vision

We envision being an exemplary school district staffed with highly qualified individuals working collaboratively to graduate college-ready students who will be a powerful force for positive change in our community.

Veterans Middle School Vision Statement: The vision for Veterans Middle School is to inspire students to be academically driven, self-confident, and culturally empowered individuals who thrive in a diverse global society.

Philosophy

The Donna Independent School District recognizes its function to be that of providing a school environment that is conducive to the best teaching-learning experiences that help our students meet the standards of educational excellence. We believe that the public schools are our best hope for individual attainment and for the attainment of national strength and welfare. We continue to strive for a student-centered, teacher-led program in which needs are considered primary. In fulfilling this endeavor, we commit ourselves in helping our students develop the ability to think logically, independently, and creatively, and to communicate effectively. We recognize that as individual abilities and goals vary so must the instructional program of the individual.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Veterans Middle School is located in Donna, Tx and is part of Donna Independent School District. It was founded in the year 2000 under the Board of Trustees led by President Mr. Eloy Infante and Vice-President Mr. Luie Solis, with Mr. Juan O. Garcia as Superintendent. The mission of Veterans Middle School is *“to provide a positive and safe learning environment with substantial and effective instruction that builds on cultural and community norms.”*

The vision for Veterans Middle School is *“to inspire students to be academically driven, self-confident, and culturally empowered individuals who thrive in a diverse global society.”*

Our district is open enrollment and accepts all students under the understanding that transportation must be provided if they are not zoned to the specific campus.

Veterans Middle School has a diverse student population with a higher percentage of students in various categories such as Economically Disadvantaged, Non-Educationally Disadvantaged, LEP/ELL, Students w/ Disciplinary Placements, At-Risk, and Mobility. Veterans Middle School has a total of 870 students, with an average of around 290 students per grade level. Specifically, there are currently 273 students in 6th grade, 287 students in 7th grade, and 310 students in 8th grade. These numbers are quite typical for our school, although our enrollment is slightly higher compared to the other three middle schools in Donna ISD. Based on the information provided, it seems that this year there is a slight decrease of approximately 24 students compared to last year's enrollment. Specifically, in 6th grade, there are 17 fewer students, and in 7th grade there are 18 fewer students. In 8th grade, we actually saw a small uptick with an increase of around 11 students. At Veterans Middle School, a significant portion of our student population, about 90 percent, is classified as AT-RISK. During the 2023-2024 school year, only a small number of students were able to transition out of the ESL program. The high level of difficulty in the STAAR assessments has posed challenges for students to meet the criteria for exiting the program. Veterans Middle School (VMS) has a higher proportion of students enrolled in the LEP/ESL special programs compared to the gifted and talented program. This over-representation in LEP/ESL can be attributed to the significant number of Spanish-speaking immigrants migrating from Mexico. Additionally, the data suggests that the student-teacher ratios at VMS are similar to the state averages, which is about 19:1.

Demographics Strengths

- Low Core teacher turnover rate.
- Teachers at VMS are highly qualified in their content area.
- 99.66% of teachers at VMS are representative of student demographics.
- An environment that is structured and conducive to student learning.
- Teacher retainment above 88% at VMS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a high percentage of discipline referrals in all grade levels, specifically in 6th grade level.

Problem Statement 2: Students in our campus have a major language barrier and learning gap.

Student Learning

Student Learning Summary

Student achievement data is disaggregated down into different sections which incorporate the following: the level of LEP monitoring, special programs, socio-economic status, grade level, class period, gender, and race/ethnicity. Our data helps in preparing to meet the needs of all students. The data shows us that Veterans Middle School is 99.66 % Hispanic. We have about 870 students currently enrolled at Veterans Middle School. The population of Veterans Middle School is approximately 97.09% economically disadvantaged. Our special education program has 96 students in total, 25 migrants, and 41 immigrants. Veterans Middle School has 648 total EB, 52 GT students, 646 BIL, 857 C&T, and 784 are at Risk. Veterans Middle School participated in STAAR testing for grades 6-8 and showed growth across the board. Student data is disaggregated during department and team meetings using the Eduphoria Aware software system. Teachers can get feedback from all bundles, benchmarks, and the state STAAR exams using the Eduphoria software. The STAAR reports data is broken down by demographics while the Aware software system breaks down the data by class periods, by student expectations with respect to the Readiness standards and Supporting standards. The Aware software can break down data by answer choice, and calculate percentages which gives teachers room to find strengths and weaknesses to meet student's needs. The data disaggregated indicates that the EB/EL and SPED populations made significant progress from 2022 to 2023. In each subject, data has shown that the EB/EL and SPED populations are demonstrating gains in student achievement. Based on the comparison between the 2022-2023 STAAR test and the 2023-2024 Benchmark test of this year the following students made progress: at risk, economic disadvantage, GT, and Special Education in 6th grade Reading. In 6th grade Math the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male Gifted Talented, and Currently Emergent Bilingual. In 7th grade Reading the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 7th grade Math, the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 8th grade Math, the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 8th grade Reading the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual, Third Year of Monitoring, Migrant, Section 504, and Special Ed Indicator. In 8th grade Science, the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, Currently, Emergent Bilingual, First Year of Monitoring, Fourth Year of Monitoring, Third Year of Monitoring, Migrant, Section 504, Special Education. In 8th grade Social Studies, the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, Currently, Emergent Bilingual, Fourth Year of Monitoring, Third Year of Monitoring, Migrant, Section 504, Special Education. Thanks to the intervention programs that include Guided Reading, Migrant Coordinator, and Co-Teaching. These intervention programs were designed to benefit students in academic achievement and improve test scores. These students showed an ability to focus, in school and demonstrate success, thanks to the intervention programs. Student achievement has been positively impacted by daily intervention programs. Data from previous schools shows student growth as students take their benchmarks and six-week exams. The intervention programs that are helping close the student achievement gap are: Istation, Response to Intervention (RTI), Imagine Math, Migrant Coordinator, Reading Interventionist, Math Interventionist, CCMR teacher, and Co-teaching. All teachers were utilized to assist in the academic progress for students in the subjects of math and reading. The data from the results of the previous year STAAR and bundle tests are disaggregated and used throughout the year to reveal underlying trends and patterns. Teachers utilized this data to target and teach specific needs/weaknesses and identify the students who need intervention. In addition to this, teachers create Plans of Action that target specific TEKS and Instructional Strategies. Our students practice communication, problem-solving, creativity, collaboration, and using technology on a daily basis. Students practice with the tools being utilized during the online STAAR exam. Students are given the opportunity to practice and familiarize themselves with technology by practicing throughout the year so that they feel comfortable enough to do it on their own during their STAAR assessment. Donna ISD provides technology professional development for its staff at the start of every school year. Students have been given access to the use of Chromebooks and have become more experienced not just in using applications they've used in the past such as Clever, Istation, MyOn, etc., but also in navigating through Google Classroom. Through this avenue, students can receive instruction and finish assignments while being completely online.

Student Learning Strengths

- Reading Interventionist, Math Interventionist and CCMR teacher; these new positions helped our campus in areas where we lack
- Non-STAAR tested teachers assisted those in STAAR subjects and STAAR grade levels
- Data disaggregation helped identify problem areas in STAAR tested subjects

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students entering middle school are not reading on grade level.

Problem Statement 2: Students entering middle school are not on grade level in Math.

School Processes & Programs

School Processes & Programs Summary

Veterans Middle School is a safe campus where highly-qualified and supported staff members, with clearly-established roles and responsibilities, work tirelessly to ensure student success. Using student data and research-based strategies from a variety of sources such as content strategists, district and campus administrators, lead teachers, and hired consultants, teachers strive daily to meet the diverse needs of our student populations. Content area teachers collaborate weekly in grade-level PLCs to review assessment data and to plan lessons aimed at targeting low-scoring TEKS. Additionally, teachers also offer opinions and suggestions about the district's curriculum to content area strategists and participate in curriculum writing and review opportunities to ensure our student populations are represented. At VMS, students' needs drive scheduling decisions, and opportunities for remediation and enrichment are offered to all students based on their individual needs, especially in the areas of reading language arts and mathematics due to the increased rigor of STAAR. Moreover, teachers, parents, and community members are given opportunities to participate in a variety of decision-making committees on campus to ensure transparency and equitable representation for all stakeholders.

As we move into the third year of the student success district initiative, the Veterans Middle School Campus Instructional Leadership Team must continue to provide teachers with training targeting high-yield, research-based strategies such as the High-Leverage Action Steps that have been introduced and reinforced this academic school year. Administrators and Lead Teachers must continue with walkthroughs to ensure implementation of strategies and with the coaching of teachers new to the profession or in need of assistance. In the area of staff development, teachers have expressed the desire to attend in-person, out-of-district training sessions. Teacher state conferences that are content-specific such as the CAMT Conference for mathematics or the NCTE or Abydos Literacy International Teachers' and Trainers' Conference for English language arts teachers offer teachers opportunities to both learn from other educators across the state of Texas and/or to showcase their own expertise by presenting sessions. Furthermore, we must continue to increase parental involvement at our campus. VMS staff members should explore new ideas to promote parental participation in events that highlight such things as literacy, science, mathematics, and the fine arts. Finally, we should continue to offer struggling students opportunities for enrichment and remediation in order to better equip them to tackle the increased rigor of STAAR assessments. This intervention, which should start early in the school year, must be data-driven, student-centered, and engaging.

School Processes & Programs Strengths

- Veterans Middle School is a campus where highly-qualified teachers are hired and strategically assigned to work with a diverse population of students. Educator certifications are looked at closely to ensure that teachers are able to meet the specific needs of the varied populations of students such as gifted and talented, special education, and emergent bilinguals.
- Support for new teachers is provided through a wide range of sources which include assigned mentor teachers, campus lead teachers, district strategists, and campus administrators in charge of grade level and/or content area. Grade level content teachers meet weekly to collaborate and share ideas and strategies as well as to support new or struggling teachers. Lead teachers are also available to coach teachers and to model effective, high-yield teaching practices that are in line with district initiatives. Furthermore, every new teacher is paired with a mentor teacher. Not only does the mentor teacher meet regularly with the new teacher, but the campus principal meets with them as well to provide support and guidance in areas of concern or need. New and struggling teachers have the support of Lead Teachers and department colleagues daily in order to ensure the successful integration of these educators to the VMS campus.
- At Veterans Middle School, roles and responsibilities are clear. At the onset of the school year, teachers and staff members were invited to collectively develop a set of clearly-defined responsibilities and expectations. The topics were wide-ranging and deliberately focused on refining educator behaviors, in relation to student safety and success. Moreover, administrators detailed all expectations for teacher duty assignments, hallway supervision, crisis management (emergency responses), and adherence to daily professionalism standards. Likewise, all teaching, student rosters, relevant student data, and other important campus matters were communicated before the first day of instruction and revisited in the subsequent weeks and months. To ensure transparency and promote effective planning, the administrator calendar is shared with all staff members daily.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As we move into the third year of the district focus on the student success initiative, it is imperative that teachers continue to receive campus training from the Campus Instructional Leadership Team (CILT) to support the district's notion of continuous improvement.

Problem Statement 2: Teachers need staff development opportunities that go beyond meeting the needs of emergent bilingual students.

Problem Statement 3: We need to continue to strive to get parents to become active members in their children's education at Veterans Middle School.

Perceptions

Perceptions Summary

Veterans Middle School's current student climate has positively changed by the implementation of procedures and processes established by the new principal. An increase of administration and staff presence during passing periods, morning/after-school duties, extra curricular activities, lunch periods and Capturing Kids Hearts program has contributed to a more positive and student friendly environment. According to a campus student survey, the majority of students shared a feeling of receiving a good education and having a sense of pride of attending Veterans Middle School. Overall, students want to and enjoy coming to school daily.

According to a staff climate survey, the perception on campus has also positively shifted with the direction of procedures and processes set in place by the new principal. Daily affirmations, staff to staff and staff to admin rapport, an increase in administrative walk-throughs which provide "glows" and "grows," and availability of administration (with offices located at entrances of hallways and rolling desks) has made for a more structured practice. In consideration of the high student population at VMS, changes to the applied school year included: three full teams for sixth, seventh, and eighth grade, smaller and more equal class sizes, and a planning period for teachers. Campus teachers agreed that the changes made a positive difference. VMS tops as the most populated middle school in the Donna Independent School District and these changes have helped teachers teach better and within their educational scope. Academic data tracking from the beginning of the year through middle of the year demonstrates a progress increase.

In relation to students' feelings on their academic expectations, the survey demonstrated that students highly agree that teachers and staff continuously express and model expectations, praise, and support. The VMS data reports demonstrate a correlation among academic expectations and our district test scores. It is evident that classroom management and organization have been effective in the focus on student success and students are learning in the classroom. Teachers are using High Quality Instruction Vocabulary as a guideline for planning lessons and guiding instruction. There is student evidence and VMS data reports that support that VMS students who are involved in extracurricular activities have passing grades, less discipline issues, and an overall better perception of our school than those who are not participants in these activities.

Perceptions Strengths

- VMS mission and vision reflects that our school is aligned with the district goal to graduate and empower all students academically and instill them with life skills that will prepare their personal success in college, career, or military.
- Teachers feel supported in the classroom by administrators, lead teachers, colleagues, and mentors.
- Teachers received instructional guidance from lead teachers in instructional planning, instructional delivery, routines and procedures, and responding to students' learning needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline: campus discipline referral percentages are extremely high. VMS is the second highest school in the district with discipline referrals. Sixth grade tops among the grade level with the most referrals.

Problem Statement 2: Campus repairs are needed to ensure safety in the following areas: student boys and girls restrooms -restroom stall doors are missing or do not shut properly. Halls -are crowded during passing periods and not all areas have active supervision by a staff member. Ceiling tiles- have collapsed on the floor. In two incidents two teachers have received injuries due to falling ceiling tiles.

Problem Statement 3: Bilingual Education- Dual Language Program needs curriculum resources: anchor charts in both English and Spanish , assignments in both languages, posters in both languages, and Exit Tickets in both languages.

Priority Problem Statements

Goals

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:



*8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 63% to 70%




*8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 77% to 82%






HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>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 (check for understanding).</p> <p>Strategy's Expected Result/Impact: 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 50% to 100% by September 30, 2025.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Students will increase STAAR scores by attending morning tutorials. Campus tutors will be hired to assist in the area of Science and SS for 8th grade. - ESSER III (282), Student Activity Fund - Student Activity (865) , Accelerate Learning STEMscopes - Title IV (289), Teacher Supplies & Paper - Title I (211) - 211.11.6399.00.046.24.0.00, AVID Membership Dues - Local (199) - 6495, Teacher Supplies & Paper - State Comp. (164) - 164.11.6399.00.046.30.0.00</p>				

Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 100% , the use of visual stimuli from 50% to 100% and utilization of processing tools from 50% to 100% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Teacher/office supplies needed (6399 \$19,178.00) - Title I (211), Warehouse supplies - State Comp. (164), Instructional supplies - State Comp. (164), Instructional supplies - Title I (211), Instructional Materials for Math Intervention - Bilingual (162)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 50% to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Region One Coaching: A Math and Reading coach will be working with teachers in grades 6-8 to ensure the campus meets it's goals. Title I (211) SI monies will be used totaling \$16,000.00 - Title I (211) - SI, PSP: Ms. Cepeda will be assisting the campus as our professional service provider. Title I (211) SI monies will be used. - Title I (211), Motivational Speaker for Teachers - Title I (211) - 211.13.6299.00.046.24.0.00, Motivational Speaker for Teachers - Title IV (289) - 289.13.6299.00.046.11.0.00, Motivational Speaker for Teachers - Local (199) - 199.13.6299.00.046.99.0.00		Formative			Summative
		Sept	Dec	Mar	June
					



Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: 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. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Graduate all students college, career, or military ready. Staff Responsible for Monitoring: Executive Director of Leadership & CCMR, CCMR Coordinator.		Formative			Summative
		Sept	Dec	Mar	June
					






Strategy 7 Details	Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and maximize the instrtuction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individualized 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 the ADA and determine if the school has met 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. Strategy's Expected Result/Impact: ARC meetings every 4 weeks; an improved overall district ADA from 90.9 to 92.4% for 24-25 school year for 25-26 goal is 94.4% for 26-27 to a 96.4% Staff Responsible for Monitoring: District ARC	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2 Funding Sources: - Title I (211) - 211.61.6499.00.046.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 4.1, 4.2	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


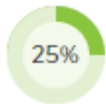




Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets




* training agendas








Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.6, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.6, 4.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: 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 Strategy's Expected Result/Impact: Equitable access to all available supports and resources. Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: District and campus staff will be provided the identification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they determine for the poverty eligibility criteria. 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. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Veterans M.S. 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			
Strategy 1: Veterans M. S. will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 Funding Sources: Outlets installed for hallway clocks 199.51.6319.00.046.23.0.00 - Local (199) - 6319 - \$525	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 Funding Sources: Window Decals for Library - Local (199) - 12.6399, Library Furniture - Capital Projects (699) - 81.6639	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Veterans M.S. will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Veterans M.S. will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Veterans M.S. 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			
Strategy 1: Veterans M.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. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Veterans M.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. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Veterans M.S. will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Veterans M.S. 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. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.4, 2.6	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 Veterans M.S. 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			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Region one Training for T-TESS - Title II Teacher/Principal (255), Region One Principal and Dean - Title I (211), Motivational Speaker for Teachers and Staff - Title I (211) - 211.13.6299.00.046.24.0.00, Motivational Speaker for Teachers and Staff - Title IV (289) - 289.13.6299.00.046.11.0.00, Motivational Speaker for Teachers and Staff - Local (199) - 199.13.6299.00.046.99.0.00, Texas Library Association for Librarian - Local (199) - 199.12.6411.00.046.11.0.11, Registration Fees - Local (199) - 199.12.6299.00.046.11.0.00, CAST Conference Title II - Local (199) - 255, Texas School Safety Conference for Police Officer Registration Fee - Local (199) - 199.51.6299.00.046.99.0.00, Texas School Safety Conference for Police Officer - Local (199) - 199.51.6411.00.046.99.0.00, TEPSA for School Administrators - Local (199), Provide stipend for teachers attending the annual Bilingual Summit - Title II Teacher/Principal (255) - 6118, AVID Summer Institute-Registration Fees - Local (199) - 199.13.6299, AVID Summer Institute-Travel - Local (199) - 199.13.6411, ABYDOS Conference-Registration Fees - Title II Teacher/Principal (255) - 255.13.6299 - \$1,200, ABYDOS Conference- Travel - Title II Teacher/Principal (255) - 255.13.6411 - \$3,000</p>				



Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 4: Focus On Employees And Organizational Excellence







Performance Objective 2: 4.2 Veterans M.S. 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			
Strategy 1: 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). Strategy's Expected Result/Impact: 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] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management Title I: 2.4, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details		Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.6</p>		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.6</p>		Formative			Summative
		Sept	Dec	Mar	June
					






Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that supports 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%. Strategy's Expected Result/Impact: 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). Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Lamac, Positive Promotions Red Ribbon Week, Anti bullying - Title IV (289), PPE - ESSER II (281), Clothing vouchers - Title I (211) - \$1,200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: 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. Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Vouchers-\$1,200 - Title I (211) - 211	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: 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. Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents with 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. Strategy's Expected Result/Impact: 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. Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship







Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Veterans M.S. based on the 5-year Strategic Plan.

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	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: Veterans M.S. 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			
Strategy 1: Veterans M.S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Veterans M.S. 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. Strategy's Expected Result/Impact: Orders, Requisitions, etc. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	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.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Victoria Urbina	Lead Teacher
Classroom Teacher	Olivet Castillo	Lead Teacher
Classroom Teacher	Anna Perez	Lead Teacher
Classroom Teacher	Michelle Rodriguez	Lead Teacher
Classroom Teacher	Rose Fajardo	Lead Teacher
Classroom Teacher	Nancy Herrera	Lead Teacher
Classroom Teacher	Dulce Medrano	Lead Teacher
Classroom Teacher	Daniel Gonzalez	Lead Teacher
Classroom Teacher	Gabriel Gamez	Lead Teacher
Administrator	Allen Garza	Principal
Administrator	Crystal Segura-Garza	Dean of Instruction

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials for Math Intervention		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,442.00
+/- Difference					\$17,442.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies & Paper	164.11.6399.00.046.30.0.00	\$0.00
1	1	2	Instructional supplies		\$0.00
1	1	2	Warehouse supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					\$13,000.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID Membership Dues	6495	\$0.00
1	1	3	Motivational Speaker for Teachers	199.13.6299.00.046.99.0.00	\$0.00
3	1	3	Outlets installed for hallway clocks	199.51.6319.00.046.23.0.00	\$525.00
3	1	4	Window Decals for Library	12.6399	\$0.00
4	1	1	Texas School Safety Conference for Police Officer Registration Fee	199.51.6299.00.046.99.0.00	\$0.00
4	1	1	Texas School Safety Conference for Police Officer	199.51.6411.00.046.99.0.00	\$0.00
4	1	1	CAST Conference Title II	255	\$0.00
4	1	1	Texas Library Association for Librarian	199.12.6411.00.046.11.0.11	\$0.00
4	1	1	AVID Summer Institute-Registration Fees	199.13.6299	\$0.00
4	1	1	Motivational Speaker for Teachers and Staff	199.13.6299.00.046.99.0.00	\$0.00
4	1	1	Registration Fees	199.12.6299.00.046.11.0.00	\$0.00
4	1	1	TEPSA for School Administrators		\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	AVID Summer Institute-Travel	199.13.6411	\$0.00
Sub-Total					\$525.00
Budgeted Fund Source Amount					\$96,500.00
+/- Difference					\$95,975.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies & Paper	211.11.6399.00.046.24.0.00	\$0.00
1	1	2	Teacher/office supplies needed (6399 \$19,178.00)		\$0.00
1	1	2	Instructional supplies		\$0.00
1	1	3	Region One Coaching: A Math and Reading coach will be working with teachers in grades 6-8 to ensure the campus meets it's goals. Title I (211) SI monies will be used totaling \$16,000.00	SI	\$0.00
1	1	3	Motivational Speaker for Teachers	211.13.6299.00.046.24.0.00	\$0.00
1	1	3	PSP: Ms. Cepeda will be assisting the campus as our professional service provider. Title I (211) SI monies will be used.		\$0.00
2	1	1		211.61.6499.00.046.24.0.00	\$0.00
4	1	1	Motivational Speaker for Teachers and Staff	211.13.6299.00.046.24.0.00	\$0.00
4	1	1	Region One Principal and Dean		\$0.00
4	2	5	Clothing vouchers		\$1,200.00
4	2	6	Clothing Vouchers-\$1,200	211	\$0.00
Sub-Total					\$1,200.00
Budgeted Fund Source Amount					\$23,350.00
+/- Difference					\$22,150.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Provide stipend for teachers attending the annual Bilingual Summit	6118	\$0.00
4	1	1	ABYDOS Conference- Travel	255.13.6411	\$3,000.00
4	1	1	Region one Training for T-TESS		\$0.00
4	1	1	ABYDOS Conference-Registration Fees	255.13.6299	\$1,200.00
Sub-Total					\$4,200.00
Budgeted Fund Source Amount					\$7,830.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$3,630.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,152.00
+/- Difference					\$5,152.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Activity Fund		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$38,201.00
+/- Difference					\$38,201.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$120.00
+/- Difference					\$120.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,829.00
+/- Difference					\$1,829.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,196.00

Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$2,196.00
					Grand Total Budgeted
					\$205,620.00
					Grand Total Spent
					\$5,925.00
					+/- Difference
					\$199,695.00

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.

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

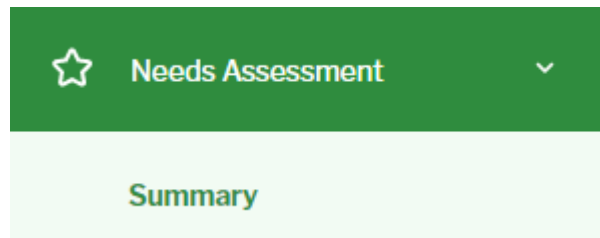
CONT.

- 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.;

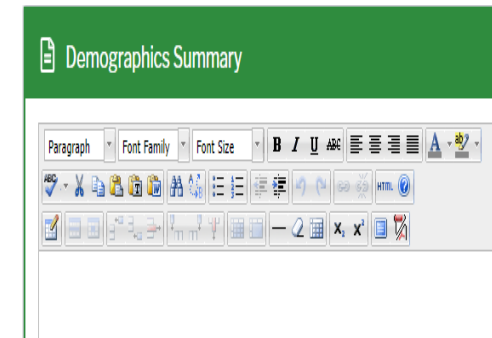


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

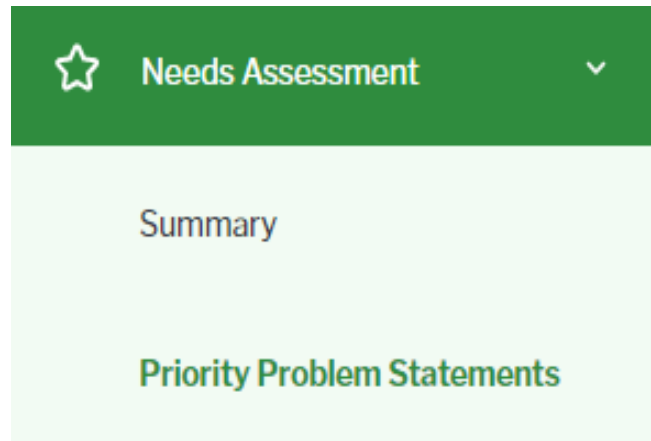


Demographics
Student Learning
School Processes & Programs
Perceptions



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. Edit Associated Areas
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. Edit Associated Areas
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. Edit Associated Areas

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

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

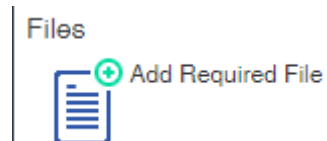


- Click on #3 CNA Documentation

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



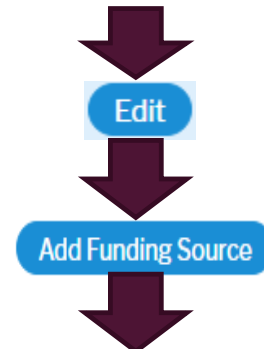
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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;

