

Donna Independent School District
Truman Price Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Truman Price Elementary School, in partnership with its students, families, community and Donna Independent School District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.

Vision

Modeling excellence and inspiring students to learn, perform, and excel.

Value Statement

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

Provide a vertically aligned rigorous curriculum (PK-5)

Provide well-planned student-centered instruction that focuses on project-based learning with real world connections

Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:

Attract and retain highly qualified staff

Provide ongoing targeted staff development

Provide the most current research-based and state of the art instructional resources

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:

Provide opportunities for every student to learn in a manner that is consistent with his/her learning style

Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum

Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:

Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct

Provide security measures at our campus to establish a learning climate of mutual respect

Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences

5. We believe that our school district and campus must be a model for sound fiscal responsibility and integrity. As a result, we are determined to:

Establish policies and procedures to promote ethical practices in all areas of fiscal management

Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices

Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws

6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to:

Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child

Accommodate parents' work schedules when creating parent involvement opportunities

Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.)

7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to:

Involve community members by inviting them to serve on school committees

Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills

Ensure that our community is supportive of the district and campus' goals by informing the community of pertinent school activities and successes

8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined to:

Work as unified team to find solutions to the campus' most pressing issues

Require that every project specify the persons responsible to facilitate proper coordination of efforts

Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data:

Total enrollment: 433 students

Female: 214

Male: 219

Hispanic: 430

African American: 3

Bilingual: 114

Migrant: 19

Recent Immigrants: 10

At-Risk: 325

GT: 48

Special Education: 40

EL's 186

Economically Disadvantaged: 327

Title 1: 433

504: 13

Dyslexia: 5

Teacher/Student Ratio:

PK: 17:1

KG: 18:1

1st: 20:1

2nd: 22:1

3rd: 19:1

4th: 20:1

5th: 15:1

Summary: There was a slight increase of students from the 2022-23 school year to this year due to student transfers and overflows from district campuses. Some students were overflows from Muñoz, Salinas, Ochoa and Salazar. Truman's population increased by a total of 16 students.

Summary: This year saw an increase in student enrollment compared to last year. Increases in subpopulations including Migrant, Recent Immigrants, Gifted and Talented (G.T.), Special Education, 504, and Dyslexia students were visible. Additionally, the gender distribution balanced out this year, with a similar number of female and male students, whereas last year had more male students.

Who is considered At-Risk?

The following categories are considered when identifying our at-risk students:

- Bilingual / LEP
- Homeless Students
- Below Reading Level
- Unsatisfactory Reading Tests
- Not Meets in STAAR
- Foster Students
- Retained
- Expelled
- AEP
- Children under CPS
- Students whose parents are imprisoned or incarcerated
- Dyslexia

Who are our Migrant Students?

- Throughout the year there were 19 migrant students. Nine of the students are female and ten are male. All migrant students are Hispanic. As of now, three migrant students have withdrawn. The mobility rate for this campus is 15.7%.
- Our migrant students are in our school zone area but travel back home from various states including Michigan, New York, Wisconsin, etc.

Staff Member Demographic Data:

Total Staff Members: 63

Female: 55

Male: 8

Total Teachers: 26

Bilingual Certified: 19

Not-bilingual Certified: 7

Demographics Strengths

Strength— Our population of students is increasing due to students transferring to Truman Price.

Possible attributing factors: Truman Price Clubs

Possible attributing factors: Parent buy-in, parents who are invested in the school's success

Strengths — Growth of GT students.

*There was a slight increase in the number of students from diverse racial backgrounds.

Strengths - Students were being evaluated and identified for special education and gifted and talented services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an overrepresentation of At-Risk and economically disadvantaged students. **Root Cause:** Student mobility, economical backgrounds, absenteeism and certain disabilities have evident effects on our students.

Problem Statement 2: A large number of bilingual/LEP (Limited English Proficiency) students are reading below grade level. **Root Cause:** Students are not making the English proficiency level gains on TELPAS. The Dual Language model needs to be implemented with fidelity and closely monitored.

Problem Statement 3: The dual language classes were over populated and students performed below grade levels. **Root Cause:** Students being transported to Truman Price as overflows from other campuses came in late and had absenteeism issues.

Student Learning

Student Learning Summary

1. How are students performing overall, compared to other similar schools/ school systems?

- Our campus rating was a B for this school year.
- Our students have made gains in the subject area of Math. Based on the last benchmark, 5th grade was ranked 8th place, 4th grade was ranked 10th place, and 3rd grade was ranked 3rd place.
- In reviewing the most current benchmark data and comparing to our district 5 year academic achievement goals, our students are performing below expectation. Our district goals are set to 30% masters, 60% meets, and 90% masters within a 5 year period.
- When we look at our benchmark data which is from February 2024, we notice that our students are performing similarly to similar schools within our district. Given that we are around the 3 to 4 year mark, our students are performing better than the previous year and we still have some learning gaps to fill. 3rd grade reading and math scores are very similar in percentages. There is still some growth and learning gaps that need to be fulfilled. In 4th grade, our data shows that students are not performing well in both reading and math since we have 42% of students at approaches. 5th grade data suggest that students are closer to meeting the district 5 year goal plan with 79% approaches in Science, 74% in Reading, and 71% in Math.

2. How are subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status)

- 3rd grade has 9 Sp. Needs students including Speech only. 4 out of 9 passed the test. 77 out of 80 students are economically disadvantaged
- 4th grade has 5 special needs students . 2 out of 5 passed the test.
- Students are showing progress with classroom accommodations and in class support but most are not meeting the state standard expectation.

3. Are indicators available to suggest individual student growth/longitudinal data? What does this data tell us about individual student learning?

Student growth is evident as new data become available. The data tells us that resources that we are currently using such as iREADY, tutoring, RTI, and individual accommodations are assisting struggling students. Individual student learning varies depending on factors such as attendance, previous academic level in reading and math, parent support, and teacher interventions. In formative state of locally tested grades and subjects (ELA, Math, Science, Social Studies)

4. How do our formative results compare to our summative results?

- iREADY results are similar to benchmark results as students are testing throughout the year. Formative assessments such as six weeks exams show gains from the beginning of the year to the time when benchmark was tested. Not all students show gains but for the most part learning gains are being targeted and closed at a slower pace.

5. How are our formative results used to improve student learning and/or classroom teaching?

- Weekly quizzes are used to assess skills (TEKS) that were taught throughout the week. Based on the results, the teacher may reteach the skill, or if it is only a small group of students who did not master the skill, then the teacher may form a group and review/reteach the skill to that group during small group instruction or during the intervention period. Using exit tickets is another way that teachers at our school assess students. Our exit tickets are usually designed in a way that requires students to explain their thinking. An exit ticket may provide a better understanding of students' mastery. Like with quizzes, teachers can sort the exit tickets and group students according to their specific learning needs on the targeted skill. Exit tickets, quiz results, teacher observations, and other assigned classwork is what drives teachers' instruction. Using formative data, teachers can make the best decisions and differentiate the instruction to meet student needs.
- Formative assessments are ongoing checks for understanding that inform instructional decisions.

Formative data include:

- Weekly quizzes
- Observations
- Classwork
- Exit tickets
- Turn and Talk discussions/Think-Pair-Share
- Small group instruction
- Differentiated instruction
- Tutoring
- Gradual release model
- Incorporation of supplemental instructional resources aligned to objectives
- Goal setting and student progress tracking
- Amplify progress monitoring (every 2 weeks for Kinder-2nd grade)

6. How are our youngest learners (prek-3rd) performing in ELA and Math? (Consider subgroups) (used amplify data)

In Kindergarten, 92% of students scored Benchmark or Above.

In 1st Grade 70% of students scored Benchmark or Above.

In 2nd Grade 67% of students scored Benchmark or Above.

This is the data for the grade levels after combining the classes receiving English Instruction:

K: English - 90% Bilingual 95%

1st Grade: English - 76% Bilingual 59%

2nd Grade: English - 73% Bilingual 55%

Additional Academic Success Indicators to consider:

7. What programs do we have in place to address struggling or at-risk students?

Educational Software:

- i-Ready program: i-Ready Diagnostic, i-Ready Personalized Instruction

- Amplify
- Istation
- Circle

Academic Support:

- Tutorials for 1st - 5th grade (in-school and after school)
- Response to intervention (RTI),
- ELLA through success Ed
- College tutors support (3rd- 5th grade level)
- PBIS/CKH lessons embedded in the school schedule 1 time per week,

Special Programs:

- 504
- Speech
- Special Education Inclusion
- Dyslexia Intervention
- Communities in Schools (provided by our school social worker)
- In-school counseling provided by school counselor
- Psychology-related services provided by District psychologist

Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students?

- Yes, i-Ready is an online program for reading and/or mathematics that helps teachers determine student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet the needs of the student exactly where they are and provides data to increase student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.
- Our afterschool program is targeted with smaller groups of students to close their learning gaps in conjunction with Response to Intervention. Struggling students are also provided extra support through the use of college tutors with a total of 19 hours per week. At-risk students are also provided with in-school counseling provided by the campus counselor and Communities In School social worker. Eligible special education students receive a district psychology counselor as needed. Students on 504 or special education as stated in their learning plan.

8. What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content?

- Students that are failing are placed in RTI Tier 2 or 3, and are from then on, being monitored every six weeks. Students' academics and progress is

monitored. RTI process can be used to evaluate students for learning disabilities (SPED) if no improvements are seen, even with accommodations and interventions being implemented. Interventions are documented students that are struggling according to progress monitoring; appropriate interventions are implemented for which progress will be monitored.

- Teachers have access to student's data to be aware of students that have been retained. Proper instructional accommodations, whether based on RTI or LPAC, are implemented in the classroom. Daily intervention block is a part of every student's daily schedule. Tutoring has also been available for struggling students.

Students with an IEP or 504 plan receive individualized accommodations to better meet their needs in the general education setting.

9. How is academic success measured with regards to our local education programs?

- Data trackers are used to monitor student reading levels using Istation results. Individualized student goals are set through conferencing with students based on their needs. Students are provided with tracking logs so they are able to visualize their progress on a six weeks basis. Iready reading and math programs provide personalized diagnostic assessments. Amplify and Circle testing are used to progress monitor and provide students with small group instruction or individualized instruction. They are used to measure student progress to re-evaluate student achievement goals. District six weeks exams and benchmarks are scheduled at the end of each six weeks.

10. What percentage of our students are on track to graduate on time? How do we prevent our students from dropping out of school?

- Approximately 89.3% of students at the campus-level from grades Kinder - Grade 5 are on track to graduate on time
- 88.3 % of students at the district-level from grades Kinder - Grade 5 are on track to graduate on time
- 92.6% of students at the state-level from grades Kinder - Grade 5 are on track to graduate on time.
- To prevent students from dropping out of school, the district can implement various strategies such as:
 - Early identification of at-risk students and providing targeted interventions and support.
 - Offering academic enrichment programs to engage students and make learning more meaningful.
 - Providing counseling and mentorship programs to address social and emotional needs.
 - Establishing partnerships with community organizations to provide additional resources and support for students and families.
 - Implementing policies and practices to create a positive school climate and culture that promotes student engagement and belonging.
 - Offering flexible learning options and alternative pathways to graduation for students who may be struggling in traditional academic settings.

11. Are students College and Career Ready when they graduate? How do we prevent our students from dropping out of school?

- Students are exposed with the district number one student outcome: to graduate all students per their expected graduation date. Students also know their expected graduation year.
- Students are introduced to different pathways and high school career CTE programs they may choose from after graduation.
- Teachers identify at-risk students and provide them with supports such as tutoring, response to intervention, inclusion, counseling, social emotional support, communities in school, Capturing Kid's heart lessons, Club Fridays, academic and cultural celebrations, awards, author visits, PBIS presentations, career day

presenters, home visit, class dojo communication, and social media platforms. In Donna Independent School District (ISD), the data suggests that efforts are being made to ensure students are College and Career Ready (CCR) when they graduate, and dropout rates are relatively low compared to state averages.

1. College and Career Readiness: With a 95.8% graduation rate and a 0.0% rate of students receiving the Texas Certificate of High School Equivalency (TxCHSE), Donna ISD appears to be successful in graduating students on time. Additionally, the district's 4-Year Longitudinal Rate of 95.8% suggests that the majority of students are staying on track to graduate within four years. However, the district's percentage of students who continue high school (1.1%) and those who obtain TxCHSE (0.0%) could be improved to ensure all students have options after graduation.

2. Preventing Dropout: Donna ISD has a lower dropout rate compared to the state average, with a 3.1% dropout rate compared to the state's 6.4%.

Strategies that may contribute to this lower dropout rate could include:

- Early intervention programs to support struggling students, as evidenced by the lower annual dropout rates in both middle school (0.3% compared to the state's 0.7%) and high school (0.8% compared to the state's 2.2%).
 - Academic support services, such as tutoring and counseling, to address the needs of at-risk students.
 - Career exploration programs to engage students in their education by showing them the relevance of their coursework to future career opportunities. (career day)
 - Strong community partnerships to provide additional resources and support for students facing challenges outside of school. (Tropical and Child protective services)
- While Donna ISD appears to be making strides in both College and Career Readiness and dropout prevention, ongoing evaluation and improvement of strategies based on data analysis will be essential to ensure all students are successful. Continuing to monitor dropout rates and graduation outcomes, and adjusting interventions as needed, can help the district maintain its positive trajectory and support the success of all students.

12. How are our high school students performing on the ACT/SAT/PSAT? Are our high school students participating in AP and IB programs? Are they successful?

13. a) How is Response to Intervention (RTI) being implemented?

- RTI is implemented within the classroom and monitored by the homeroom teacher. All students learn and reinforce skills through personalized instruction using Istation and i-Ready educational programs. The online lessons focus on reading and math TEK-aligned objectives. The teacher determines a student's need for RTI through assessments. Teachers use report card grades, diagnostic assessments, assignments, and other performance measures to identify students needing accommodations. Accommodations are provided to students and monitored and/or adjusted every six weeks to assist struggling students.

b) Is there data to suggest the implementation is successful?

- To monitor the effectiveness of RTI, data is frequently collected, reviewed, and posted. Every six weeks, teachers discuss progress and concerns with the RTI committee. Assessment grade results are posted on the classroom data wall and students also keep track in a personal data folder. Within the data folder, scores are recorded for Istation, i-Ready, bundle testing, and AR tracking. At the end of the year, the homeroom teacher determines

if an RTI student will continue with intervention or is ready to exit.

14. **What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed?**

- The district has in place the following strategies in order to enhance classroom instruction and improve student performance:

- **The 7 steps to a language rich effective classroom:**

- teach students what to say when they don't know what to say
- have students speak in complete sentences
- randomize & rotate when calling on students
- use total responses signals
- use visuals and vocabulary strategies that support your objective
- have students participate in structured conversations

- **Gradual release model:**

According to our school's walkthrough forms, administrators observed guided practice 75% of the time while independent practice was only 35% of the time.

A possible suggestion could be that more of the observations could take place during independent practice so that teachers can receive feedback for refinement.

Two areas of our walkthroughs achieved good percentages which were instructional time being maximized and student engagement.

Two areas that could be refined are students using manipulatives (16%) and exposure to academic vocabulary (47%).

Student Learning Strengths

- In Kindergarten 92% of all students scored Benchmark or Above. In first grade, 70% of all students scored Benchmark or Above. Non/EB 1st grade had a combined score of 76% at Benchmark or Above. Non/EB 2nd Grade had a combined score of 73% at Benchmark or Above. Non/EB Kindergarten had a combined score of 90% at Benchmark or Above
- Non/EB students who are assessed with the Amplify and Circle testing are performing between 73%-92% across the different grade levels based on the criteria that has been set for each grade level. Students who are assessed with state aligned assessments such as STAAR are showing gains. Teachers are familiar with the assessment guidelines or state standards that students must meet.
- **Attributing Factors:** Teachers are providing students the opportunities to master the necessary reading skills to get them at or above grade level. Students are also provided with supplementary resources to

close learning gaps.

Teachers are using formal and informal assessments to guide their instruction whether it is provided through whole group, small group, or individualized instruction.

The curriculum is implemented with fidelity as monitored during observations and walkthroughs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2nd Grade 67% of all students scored Benchmark or Above. Bilingual, 55% of students scored Benchmark or Above. **Root Cause:** Class sizes were too large, especially the dual language classroom to target the individual needs.

Problem Statement 2: In 1st Grade bilingual, 59% of students scored Benchmark or Above. **Root Cause:** The implementation of the dual language model has to be closely monitored to ensure that students are building their first language.

Problem Statement 3: In grades 3rd-5th, bilingual students are not performing as well as our Non-EB students. **Root Cause:** Some Spanish resources were lacking and some need to be fully aligned to the English resources. Class sizes in 3rd and 4th dual language were too large for students to maximize their learning.

School Processes & Programs

School Processes & Programs Summary

- The hiring of high-quality educators is a process led by the school's principal and assistant principal. Applications are reviewed via TalentED, a selection committee is formed, comprising experienced educational professionals such as teachers, and office staff who are tasked with evaluating the candidates. This committee reviews each application to ensure that only the most suitable candidates are considered for the position. During the interview phase, we tailor our questions to align with the specific needs of our school, allowing us to assess the relevance of each candidate's skills and experience effectively.
- When matching educators' strengths with classroom and subject needs, we prioritize the needs of our students. At the moment, we have a need in our dual language classrooms, where there is a shortage of bilingual teachers. We actively seek to identify our teacher's educational certification and strengths. This allows us to place teachers where their skills are most needed. Our goal is to ensure that each classroom benefits from a teacher whose strengths perfectly complement the educational demands of their students.
- Our school (district) provides continuous professional development of our teachers and the and staff. We offer a variety of professional learning opportunities that are specifically designed to support powerful teaching and learning. For example, dual language education (TNPT), which aim to enhance our teachers' sheltered instruction strategies in bilingual settings. We also provide training in "Capturing Kids' Hearts," which equips our educators with the skills necessary to foster positive relationships and an engaging classroom environment. We also offer subject-specific trainings that enable teachers to strengthen their content knowledge in their current teaching assignment.
- In our school district, roles and responsibilities are clearly defined. The district provides a comprehensive list that outlines the general responsibilities expected of each position. Specific roles and detailed tasks are communicated directly by our principal. This ensures that all staff members are aware of their duties and responsibilities, while also understanding the particular expectations and requirements set forth by our school leadership.
- After every bundle test, teachers analyze the data provided by administrators. Teachers identify the TEKS where students preformed low. Teachers gather to identify trends in their teaching and provide support and suggestions to each other. During this time, teachers plan for opportunities to reteach to the whole class or teach these TEKS in small groups.
- Our school safety plan focuses on both preventing and responsive actions. Our administration, all staff, security and police officer work to secure our campus, limit access points, and conduct thorough surveys of both the interior and exterior of the school buildings. We adhere strictly to district and state emergency protocols to ensure a rapid and organized response to any situation. Teachers, staff and visitors who enter the building are first scanned through the Raptor. Everyone in the building must have a badge or entry sticker. Doors and windows are continuously checked throughout the day and only certain staff members have access and keys to certain doors. Teachers remind students to not open doors for anyone, this includes students, teachers or any strangers. Lockdowns are practiced once a semester and fire drills are practiced once a month. Our principal address any concerns, questions or new information with all staff members.
- Whenever safety issues arise, they are immediately brought to the attention of our principal, who works together with faculty and staff to resolve the concerns. Our principal addresses these needs at our staff meets and on the weekly s'more, which staff members see on a daily basis. We also have the constant presence of a police officer and a security guard on campus to ensure that our environment remains safe. Our school follows emergency protocols, which enables us to manage any risks.
- Our staff demonstrates a strong understanding and commitment to the processes of continuous improvement and the Comprehensive Needs Assessment (CNA).
- Our RTI/MTSS program has allowed many students to get the help they need when it comes to allowing them to have extra help in the classroom and during state testing. The Special Education program has also played a big role. We also have our 504 program that allows students in need to be able to get the necessary tools and help they need to be successful in the classroom. Besides educational programs we also have READY, PBIS, CKH, Cheer, ARTE and Clubs, which help develop our students emotional needs. All these programs align to our vision, mission, goals and values.
- Truman Price Elementary helps students transition from grade to grade easily. Truman Price holds a meet the teacher night before the beginning of the school year. This allows parents and students to meet their new teachers and be ready for the first day of school. Many teachers contact parents through ClassDojo before the first day to answer any questions or concerns they or their children might have. Teachers build relationships with every student before they walk in the door of our classroom by showing care for them. This can be by shaking hands, high fiving, or simply by showing a big smile.
- These are the systems in place to support new or struggling teachers at T. Price Elementary

1. Instructional Leadership Team (ILT)

2. New Teacher Mentoring Program

3. TNTP Learning Walks

4. T-TESS Evaluation

5. Principal/Assistant Principal Walkthroughs—Classroom Observations and Feedback

6. Professional Development

7. Collaborative Planning-Grade Level Planning

- At T. Price Elementary, student learning time is protected and maximized in the following ways:
 1. Consistent Routines –Established and consistent classroom routines, workstations, rotations, daily schedule, etc.
 2. Engaging Activities—In class activities that are grade-level appropriate and aligned to TEA Pre-Kinder Guidelines/TEKS to keep students actively engaged.
 3. Teacher Preparedness
 - a. 90-minute planning every 6 weeks
 - b. Tuesday/Thursday grade-level planning
 - c. Professional Development
 - d. Feedback on classroom walkthroughs/observations

Teachers use information gathered from these meetings to prepare materials and organize lessons beforehand to avoid wasting time searching for or setting up lessons or materials.

4. Proactive classroom management following CKH and PBIS lessons to create a safe and effective learning environment for all students.
- To reduce discipline referrals, our school has implemented several proactive strategies. Active monitoring during lessons helps teachers immediately identify and address potential disruptions. Regular checks for understanding of classroom rules ensure that students are aware of behavioral expectations. Additionally, speaking with students on a one-to-one basis allows for personal engagement and the addressing of issues before they escalate. Parent call logs are also maintained to involve families in the educational process and discuss student behavior, which reinforces our community approach to discipline. These procedures collectively contribute to a significant reduction in discipline referrals.
 - To accurately monitor and assess student progress, we employ a variety of assessment tools including Amplify, Istation, i-Ready Math, and i-Ready Reading. The results from these assessments are meticulously tracked using student score trackers, allowing us to analyze trends and make data-driven decisions about interventions.
 - Additionally, our Instructional Leadership Team (ILT) oversees 20 distinct systems designed to enhance classroom engagement and instructional quality. Key strategies monitored include "Breaking the Plane" and "Aggressive Monitoring," among others. Each of these systems is carefully tracked to ensure they are effectively implemented and that they contribute to the overall academic growth and development of our students. This structured approach allows us to adapt and respond to the needs of our students dynamically, ensuring that all learners achieve their full potential.
 - We use the Capturing Kids' Hearts (CKH) model as our primary classroom management tool. One significant trend we've observed is the effectiveness of the "time out" sign to gain students' attention and manage the classroom environment. However, its effectiveness varies across the school as not all teachers consistently use this technique. This inconsistency has impacted its success on a school-wide level.
 - CKH also plays a crucial role in our disciplinary procedures by helping us understand the underlying reasons behind a student's disruptive behavior. By identifying and addressing student triggers, we aim to resolve issues at their core, which significantly reduces the need for discipline referrals. This approach not only minimizes disruptions but also supports a more empathetic and understanding school environment.
 - At-risk students are supported through our TIER 1 instruction, which adheres to district best practices and is facilitated by our Instructional Leadership Team (ILT). For students needing additional support, TIER 2 instruction is provided, closely monitored by the Assistant Principal to ensure these students meet challenging state academic standards. Our curriculum and instructional strategies are designed to offer both enrichment and acceleration opportunities, ensuring all students have access to a well-rounded educational experience.

- We continually assess our practices to address any disparities and adjust our strategies to ensure that every student has the opportunity to succeed academically and socially

1. Student at risk we have guided reading intervention period after-school tutor from 1st to 5th intervention hired to pull for tutoring for students during pandemic to help students. School funds are used to have TAs pull students who are behind during conference period.
2. Not applicable to sexual harassments no drugs no bullying referrals have a lot classroom management can fix this to bring down the number in referrals best teacher has zero referrals can control the classroom knows how to handle the situations.
3. Equity of service for all students all kids are treated equally rich or poor doesn't matter the situation, all are equal.

School Processes & Programs Strengths

- The formation of a selection committee that includes experienced educational professionals such as teachers and office staff is a significant strength. This collaborative approach brings diverse perspectives and expertise to the evaluation process, ensuring a thorough and well-rounded assessment of each candidate's qualifications and fit for the school.
- The proactive identification of bilingual and educational strengths among teaching staff is a significant strength. By recognizing and leveraging these strengths, the school can effectively address the specific needs of dual language classrooms, ensuring that students receive quality instruction that aligns with their language and educational requirements.
- Offering a variety of targeted professional learning opportunities, such as TNPT for dual language education and "Capturing Kids' Hearts," along with PBIS demonstrates a commitment to addressing both instructional and relational aspects of teaching.
- The school is proactive in safety, such as not opening doors for others and being aware of safety procedures, fosters a culture of responsibility and vigilance among all stake holders.
- Teachers wearing badges, monitoring visitors closely, and ensuring everyone on campus is authorized to be there contribute significantly in maintaining a secure environment.
- The principal conducts staff meetings after a safety concern arises. These meetings are crucial for the school's safety.
- A significant strength in the school's approach to classroom management is the involvement of the Instructional Leadership Team.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overpopulated dual language classrooms prevents us from targeting students' needs. **Root Cause:** The shortage of bilingual teachers could restrict our ability to meet the needs of the dual language program to align the growing student demands.

Problem Statement 2: While the current professional development programs cover a broad range of topics, there may be a gap in training for specific skills that are increasingly relevant to new TEKS educational demands. **Root Cause:** Not enough professional development opportunities for some teachers throughout the school year, specifically in the areas of Math and behavioral concerns/classroom managements for specific teachers.

Problem Statement 3: Although the Raptor program is designed to enhance school safety by controlling and monitoring access, there is a notable delay in alerting teachers via their phones. **Root Cause:** Ensure that Raptor is properly functioning for all staff with no delays.

Perceptions

Perceptions Summary

Overall, our campus is seen as a welcoming with a strong and positive culture. Surveys were made available to students, parents and staff in regards to safety, learning environment and community involvement.

Data reflected that the majority of the stakeholders feel welcomed, safe and enjoy being part of the Truman Price community.

- Students stated that they feel a sense of belonging at this school.
- Most/majority of teachers and staff feel supported in their daily work by each other and by administration.
- New teachers and/or struggling teachers are mentored by our ILT teach, campus and district administration
- Most students enjoy attending school daily and feel that they are challenged academically.
- Students have many support options available to them such as Community in Schools program whose teacher is so helpful and works with each student and supports them in any way she is able.
- As well Capturing Kids Hearts campus wide program whom helps the students be positive and responsible in many ways.
- 90% of our parents felt the school is well maintained.
- 95% of our parents felt that they are welcomed in our building.

At Truman Price, we provide various opportunities for community and parent involvement, which assist with student achievement. These resources include:

- Meet the Teacher Night
- Open House
- Spring Festival
- Grandparents Day Event
- Veteran's Day Event
- Christmas Performances
- Book Fair
- Meals w/ Mom
- Kites w/ Dad
- EOY Ceremonies
- Parent Center Activities such as: trainings, volunteering opportunities, classes for nutrition, self-help class.

The level of support from our community is very good. Parents have to come to know that they are more than welcomed in anything that the school offers for their children. They are always invited to different events throughout the school year such as:

- Career day
- Police Department-drug awareness
- Fire Department
- Authors
- Zoo tickets
- Incentives given from local businesses (Cicis Pizza, Little Caesars, Dairy Queen)
- High school students bring gifts for Christmas
- Read alouds from district personnel
- Lions Club vision checks
- Dental and provided toothbrushes for students.

Community outreach/involvement such as the following events for parents and families are provided to participate.

- Monthly calendars
- Classdojo, text and phone calls, in - person meetings
- Facebook
- Parental meetings
- District meetings
- Holiday events
- Festivals (Fall or Spring)

We can conclude that majority of our parents feel their child is safe at school.

Strategies to address student behaviors and bullying:

- School implements CKH to address student behaviors. Assistant principal and counselor have presentation for CKH Social contracts
- Monthly awards
- Monthly incentives are awarded for good behavior which motivates other students to have good behavior.
- DMP
- CKH lessons on Fridays
- Club Fridays
- Communities in School lessons with Ms. Moncayo
- Counselor has sessions with students
- Parent teacher conferences/phone calls

Perceptions Strengths

- Students feel supported by their classroom teacher who knows them and can support them in any way they can.
- PBIS implementation and lesson delivery on a monthly basis.
- CKH implementation. Truman Price is a Capturing kids' heart National showcase school.
- Our school communicates through class dojo, blackboard messages, Facebook as well as flyers in both English and Spanish. I believe this is effective because it keeps everyone informed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was decline in student attendance this school year. **Root Cause:** Students were kept at home due to different types of illnesses.

Problem Statement 2: Low parent volunteers visible throughout the school year. **Root Cause:** There are barriers such as work schedules, and parents that lack participating in their child's education.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: June 12, 2024


Goal 1: Focus On Student Success

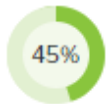

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:


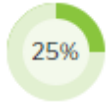

- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 31% to 36%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 38% to 42%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%





HB3 Goal

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

Strategy 1 Details	Reviews			
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). 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 80% to 100% by September 30, 2025. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: 2nd Grade Field Trip-Donna Corn Maze - Student Activity (865) - \$1,192.04	Formative			Summative
	Sept	Dec	Mar	June
				

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 70% to 100% ,the use of visual stimuli from 70% to 100% and utilization of processing tools from 70% 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: Warehouse copy paper - Bilingual (162) - \$85.08, Warehouse copy paper - State Comp. (164) - \$85.08, Warehouse copy paper - Title III (263) - \$85.08, Sam's Club- Storage Totes - Local (199) - \$59.94, Gateway-Nurse Office Supplies - Local (199) - \$89.16, Warehouse - Title I (211) - \$3,743, Warehouse - Local (199) - \$219.60, Warehouse-Outdoor Flags - Local (199) - \$109.19, Warehouse - Local (199) - \$568.61, Warehouse - Title I (211) - \$564.26, Testing Materials-thinkWrite Headsets - Title III (263) - \$1,036.75, thinkWrite Headsets - Local (199) - \$558.25, Warehouse - Local (199) - \$718.80, Gateway- Office Supplies - Local (199) - \$67.81, Apple Inc. USB Cable - Bilingual (162) - \$342, Apple Inc. USB Cable - State Comp. (164) - \$342, Apple Inc. USB Cable - Local (199) - \$361, Warehouse-Supplies - State Comp. (164) - \$1,903.46		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 70 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. Staff Responsible for Monitoring: Campus Administration 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		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 70% to 100% protocol implementation based on observation tracker and weekly meeting notes. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - 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: 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 7 Details	Reviews			
<p>Strategy 7: 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 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.</p> <p>Strategy's Expected Result/Impact: ARC meetings every 4 weeks ; an improved 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% Staff Responsible for Monitoring: District ARC</p>	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<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 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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/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: Wal-Mart-"Panesito con Abuelitos" - Student Activity (865) - \$164.30, Wal-Mart-"Panecito con Abuelitos"-Craft activity - Student Activity (865) - \$86.25, Wal-Mart- Counselor Meet & Greet - Local (199) - \$61.81, Counselor Meet & Greet - Local (199) - \$33.35	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: 2.5, 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>				


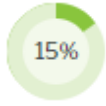
Goal 2: Focus on Family and Community Engagement



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, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	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: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Davila & Associates, Inc. - Local (199) - \$250	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: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	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 indentification 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 deteremine for the poverty eligibiliy 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 Truman Price Elementary 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: Truman Price Elementary 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 - TEA Priorities: Improve low-performing schools	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 - TEA Priorities: Improve low-performing schools	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 - TEA Priorities: Improve low-performing schools		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 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Truman Price 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: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Sept	Dec	Mar	June
					







Strategy 6 Details	Reviews			
Strategy 6: Truman Price 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 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Truman Price 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

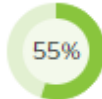

Strategy 1 Details	Reviews			
Strategy 1: Truman Price's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: Supplies & Maintenance-Janitor-Warehouse - Local (199) - \$68.38, Rentals-Operating Leases-Unifirst-Mats & Scrapers - Local (199) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Truman Price'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: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 3 Details	Reviews			
Strategy 3: Truman Price 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 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Truman Price 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: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Truman Price 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			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. 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, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
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: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Sam's Club-Staff Meetings - Local (199) - \$344.31		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 Truman Price 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: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
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. 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. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		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> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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%.</p> <p>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).</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Student Activity-Lamac, Inc. -Student daily birthdays recognition. - Student Activity (865) - \$420.85, Positive Promotions- Red Ribbon Week - Local (199) - \$428.77</p>	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 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: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Misc. Operating Expense-Faculty Meetings-Snacks - Local (199) - \$130.60		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: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 8 Details	Reviews			
Strategy 8: 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. 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, 4.1, 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 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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 Truman Price Elementary based on the 5-year Strategic Plan.


Evaluation Data Sources: C.N.A.

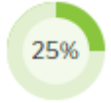




Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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: Truman Price will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Evaluation Data Sources: T. Price will use all approved vendors.

Strategy 1 Details	Reviews			
Strategy 1: Truman Price 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: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Truman Price 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.</p> <p>Strategy's Expected Result/Impact: Campus Budget planned to limit and/or avoid campus budget changes or amendments.</p> <p>Staff Responsible for Monitoring: Campus Secretary and Campus Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: First 6 Weeks Celebration - Local (199) - \$111.92, Spirit Shirts-MJ's Printing - Student Activity (865) - \$2,156, Walmart-Whistles - Local (199) - \$41.82, Sam's Club-Give Aways - Faculty Account (897) - \$297.04, Walmart-Alumni bash - Faculty Account (897) - \$225.77, Lamac, Inc- 6 Weeks Celebration - Student Activity (865) - \$85.97, Rocky Mountain Chocolate Factory-1st Grade Fundraiser - Student Activity (865) - \$2,266, Sam's Club-Meets and Masters Celebration 2nd 6weeks - Local (199) - \$72.88, Sam's Club- 4th Grade Halloween Dance - Student Activity (865) - \$350.67, Lamac, Inc. Fall Festival - Student Activity (865) - \$488.50, Sam's Club- 2nd 6 weeks AR Celebration - Local (199) - \$62.18, MJ's Printing- Late Orders - Student Activity (865) - \$160, Sam's Club- PK Fall Dance - Student Activity (865) - \$275.14</p>	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.

School Process

Committee Role	Name	Position
Cafeteria Employee	Ana Martinez	Cafeteria Employee
Paraprofessional	Karla Carrasco	Paraprofessional
Administrator	Olga Cervantes	Principal
Campus Secretary	Donna Handy	Secretary
Nurse	Maria Buenrostro	Nurse
Paraprofessional	Veronica Bustos	Instructional Aide
Paraprofessional	Stephanie Moreno	Instructional Aide
Paraprofessional	Lazaro Torres	Instructional Aide
Classroom Teacher	Ana Fuentes	Professional
Classroom Teacher	Johana Perez	Teacher
Classroom Teacher	Krystal Garate	Teacher
Classroom Teacher	Neyda De La Fuente	Teacher
Classroom Teacher	Marisa Perez	Teacher
Classroom Teacher	Veronica De Hojos	Teacher
Classroom Teacher	Candido Martinez	Teacher

Perception

Committee Role	Name	Position
Attendance Helper	Guillermina Cordero	Attendance Helper
Custodian	Nereida Gonzalez	Custodian
Parent Liaison	Rita Santoy	Parent Educator
Custodian	Rosa Vasquez	Custodian
Communities in Schools	Vanessa Moncayo	Social Worker
Paraprofessional	Brandon Gonzalez	Paraprofessional
Paraprofessional	Rose Rodriguez	Instructional Aide
Paraprofessional	Sandra Marquez	Instructional Aide
Paraprofessional	Valerie Zamora	Instructional Aide
Classroom Teacher	Emily Guerra	Teacher
Classroom Teacher	Maria Navarro	Teacher
Classroom Teacher	Rosa Bermea	Teacher
Classroom Teacher	Patricia Villarreal	Teacher
Classroom Teacher	Sara Gonzalez	Teacher
Classroom Teacher	Yvonne Garcia	Teacher

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Lisa Moreno	Classroom Teacher
Cafeteria Employee	Evelyn Perez	Cafeteria Employee
Custodian	Pablor Belmares	Custodian
Librarian	Marina Lopez	Librarian
Paraprofessional	Ashlley Ramirez	Paraprofessional
Cafeteria Employee	Rosa Valdez	Cafeteria worker
Classroom Teacher	Yadira Villarreal	Teacher
Administrator	Patricia Mendez	Campus Assistant Principal
Paraprofessional	Gaspar Sanchez	Instructional Aide
Paraprofessional	Belinda Romero	Instructional Aide
Classroom Teacher	Claudia De la Rosa	Teacher
Classroom Teacher	Maria Rodriguez	Teacher
Classroom Teacher	Monica Valdez	Teacher
Classroom Teacher	Alma Rosales	Teacher
Classroom Teacher	Velma Lopez	Teacher

Demographics

Committee Role	Name	Position
Custodian	Norma Sustaita	Custodian
Cafeteria Employee	Sandra Ortega	Cafeteria worker
Attendance/PEIMS Clerk	Veronica Tomas	Attendance/PEIMS Clerk
Counselor's Clerk	Maritza Garza	Counselor's Clerk
Paraprofessional	Mayra Martinez	Instructional Aide
Counselor	Anibal Gonzalez	Counselor
Paraprofessional	Priscilla Rojas	Instructional Aide
Classroom Teacher	Maira Espinoza	Classroom Teacher
Paraprofessional	Autumn Moreno	Instructional Aide
Classroom Teacher	Yaneht Valeria	Teacher
Classroom Teacher	Rinus De La Rosa	Teacher
Classroom Teacher	Guadalupe Cantu	Teacher
Classroom Teacher	Dalia Segura	Teacher
Classroom Teacher	Gina Ortega	Teacher

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Apple Inc. USB Cable		\$342.00
1	1	2	Warehouse copy paper		\$85.08
Sub-Total					\$427.08
Budgeted Fund Source Amount					\$5,022.00
+/- Difference					\$4,594.92
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Apple Inc. USB Cable		\$342.00
1	1	2	Warehouse copy paper		\$85.08
1	1	2	Warehouse-Supplies		\$1,903.46
Sub-Total					\$2,330.54
Budgeted Fund Source Amount					\$6,300.00
+/- Difference					\$3,969.46
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Warehouse		\$718.80
1	1	2	Gateway-Nurse Office Supplies		\$89.16
1	1	2	Warehouse		\$219.60
1	1	2	Warehouse		\$568.61
1	1	2	Warehouse-Outdoor Flags		\$109.19
1	1	2	Gateway- Office Supplies		\$67.81
1	1	2	thinkWrite Headsets		\$558.25
1	1	2	Sam's Club- Storage Totes		\$59.94
1	1	2	Apple Inc. USB Cable		\$361.00
2	1	1	Wal-Mart- Counselor Meet & Greet		\$61.81
2	1	1	Counselor Meet & Greet		\$33.35

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Davila & Associates, Inc.		\$250.00
3	2	1	Rentals-Operating Leases-Unifirst-Mats & Scrapers		\$1,000.00
3	2	1	Supplies & Maintenance-Janitor-Warehouse		\$68.38
4	1	3	Sam's Club-Staff Meetings		\$344.31
4	2	5	Positive Promotions- Red Ribbon Week		\$428.77
4	2	6	Misc. Operating Expense-Faculty Meetings-Snacks		\$130.60
5	2	2	Walmart-Whistles		\$41.82
5	2	2	Sam's Club-Meets and Masters Celebration 2nd 6weeks		\$72.88
5	2	2	Sam's Club- 2nd 6 weeks AR Celebration		\$62.18
5	2	2	First 6 Weeks Celebration		\$111.92
Sub-Total					\$5,358.38
Budgeted Fund Source Amount					\$37,275.00
+/- Difference					\$31,916.62
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Warehouse		\$564.26
1	1	2	Warehouse		\$3,743.00
Sub-Total					\$4,307.26
Budgeted Fund Source Amount					\$10,608.00
+/- Difference					\$6,300.74
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,608.00
+/- Difference					\$10,608.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$3,825.00
+/- Difference					\$3,825.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Warehouse copy paper		\$85.08
1	1	2	Testing Materials-thinkWrite Headsets		\$1,036.75
Sub-Total					\$1,121.83
Budgeted Fund Source Amount					\$1,424.00
+/- Difference					\$302.17
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2nd Grade Field Trip-Donna Corn Maze		\$1,192.04
2	1	1	Wal-Mart-"Panesito con Abuelitos"		\$164.30
2	1	1	Wal-Mart-"Panecito con Abuelitos"-Craft activity		\$86.25
4	2	5	Student Activity-Lamac, Inc. -Student daily birthdays recognition.		\$420.85
5	2	2	Lamac, Inc- 6 Weeks Celebration		\$85.97
5	2	2	MJ's Printing- Late Orders		\$160.00
5	2	2	Rocky Mountain Chocolate Factory-1st Grade Fundraiser		\$2,266.00
5	2	2	Sam's Club- 4th Grade Halloween Dance		\$350.67
5	2	2	Sam's Club- PK Fall Dance		\$275.14
5	2	2	Spirit Shirts-MJ's Printing		\$2,156.00
5	2	2	Lamac, Inc. Fall Festival		\$488.50
Sub-Total					\$7,645.72
Budgeted Fund Source Amount					\$5,112.82
+/- Difference					-\$2,532.90
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$340.76

Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$340.76
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Walmart-Alumni bash		\$225.77
5	2	2	Sam's Club-Give Aways		\$297.04
Sub-Total					\$522.81
Budgeted Fund Source Amount					\$2,142.50
+/- Difference					\$1,619.69
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,040.12
+/- Difference					\$1,040.12
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,700.00
+/- Difference					\$1,700.00
Grand Total Budgeted					\$85,398.20
Grand Total Spent					\$21,713.62
+/- Difference					\$63,684.58

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.

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

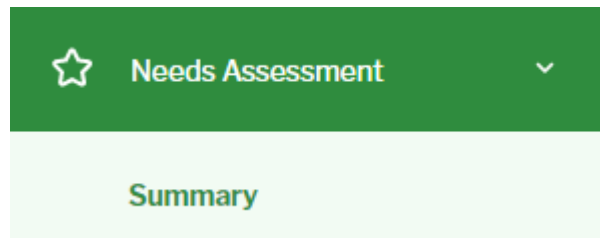
CONT.

- 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.;

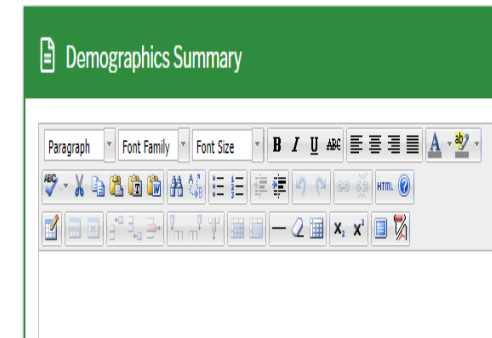


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

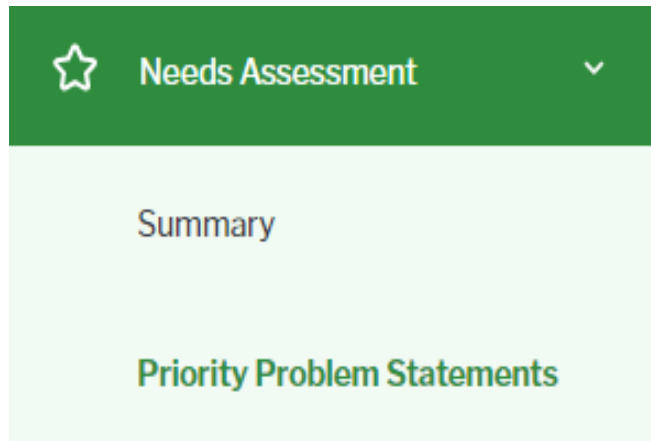


Demographics
Student Learning
School Processes & Programs
Perceptions



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

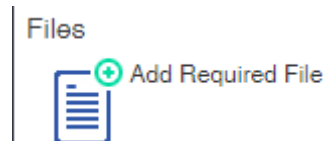


- Click on #3 CNA Documentation

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



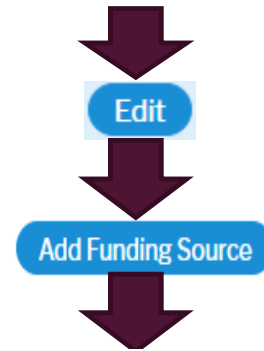
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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;

