

Donna Independent School District
A.M. Ochoa Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The administration and staff at Ochoa Elementary will establish an environment of learning shaped by our school's culture and will inspire personal growth and success by giving students the skills needed to endure our evolving society and the knowledge that the education they chose to receive has the power to transcend the limits the world has set.

Vision

The vision of Ochoa Elementary is for *ALL STUDENTS* to reach the highest level of academic success through a rigorous and supportive academic learning environment that provides the highest quality education aligned with state and national standards.

Value Statement

We believe that every student can perform at or above grade level and be prepared for the future.

- Providing a vertically aligned rigorous curriculum
- Providing well planned student-centered instruction focused on real world connections.
- Provide meaningful, and authentic assessments for student mastery.

We believe that every student must be educated in a safe, welcoming, effective learning environment:

- Enforcing the campus procedures and class expectations
- Providing safety measures to establish a safe learning climate of respect
- Ensure that every staff member, and classroom is supportive of all students needs

We believe that engaged parents impact student's academic and personal development:

- Schedule Parent involvement meetings at convenient times
- Keep parents informed through a variety of information systems(Facebook, Twitter...)
- Accommodate parents work schedules to create better opportunities for parental involvement.

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2024

Demographics

Demographics Summary

Campus Enrollment:

Our total membership enrollment numbers for the past years have slowly increased as noted below. This school year (2023-2024) has had the greatest increase in student population due to rezoning and the addition of the Head Start Program to our school. They are as follows:

Currently (4/10/2024) = 565 (Ochoa Elem. & Head Start) 421 (Ochoa Elem.)

2023 = 376

2022 = 343

2021 = 331

*District transfers (28)

*Out of district transfers (9)

*Open enrollment (0)

*New to district (102)

An increase in student population lead to professional staff openings and teacher retention. Variables influencing Membership: Family mobility, rental mobile homes and apartments. The mobility rate in our area is high; this is due to the amount of rental properties in our zoned area. An increase has also lead to limited to supplies and classroom space.

Data regarding students who exit from special programs:

The campus needs an effective attendance committee that will foster an environment for students to stay motivated in coming to school. This will allow the students to get the assistance needed through the RTI program. Because of the increase in the Special Ed population, there is a need for a resource classroom that will target the needs of each individual student.

Mobility and stability rate, how are these numbers represented for migrant students:

- Number of students who withdrew: 196 students
- Number of students Transferred: 28 students transferred to Ochoa
- 27/421 migrant students: 6% of students enrolled are migrants (2023/2024)

One of our needs is being able to retain students. As a committee, we answered the following two questions to help address this issue: *What ideas can be implemented to recruit and retain students at this campus?* and *How will these ideas be implemented?* We discussed how some ideas we could retain students is by

giving student incentives and celebrate achievements (awards, parades, classroom rewards, Fun Fridays). We also discussed the importance of building a relationship between school and community by engaging in cultural events, performances, or educational events. The idea of promoting clubs that offer educational, skills-based, and encourage students to come to school was also discussed. To implement these ideas, we as a campus have to motivate students, parents and staff, know students' interests and promote communication with parents via various platforms (Class Dojo, FB, Twitter etc). Our goal for the next school year is to have more parental involvement and increase student motivation. With these goals in mind, our campus will be able to increase enrollment numbers and help retain our students.

Teacher/students ratios:

Pk-4th Grade 22:1 5th Grade 25:1 *With waiver Pk-4th 24:1 5th Grade 30:1*

The average ratio varies by grade level. Teacher/student ratios are as follows:

Pk: 58 students to 3 teachers (3 teacher assistants)

Kinder: 42 students to 2 teachers (2 teacher assistants)

1st grade: 51 students to 4 teachers (4 teacher assistants)

2nd grade: 55 students to 4 teachers (4 teacher assistants)

3rd grade: 61 students to 3 teachers (No teacher assistant)

4th grade: 59 students to 3 teachers (No teacher assistant)

5th grade: 74 students to 4 teachers (No teacher assistant)

Life Skills: 14 students to 1 teacher (2 teacher assistants)

Student ratios allows teachers to facilitate a successful learning environment that provides individualized help. Lower ratio classrooms are more task focused, disciplined and engaged.

Due to increase in student enrollment and students performing below grade level, assistance is needed in the upper grade levels to help with tutoring, small group instruction or any other area of need. Assistance should begin 1st semester and staff assigned should be trained on foundational reading and math skills to be taught.

Teacher and paraprofessional qualifications, certifications:

30 Teachers: 30 Bachelor's degree

5 Master's degree

15 Bilingual

19 Paraprofessionals: 8 Certificates

4 Associate's

7 Bachelor's

The campus has 219 LEP students (52%) and only 15 teachers are bilingual certified. A little more than half of our students are bilingual and this number is projected to increase as we continue to experience a high enrollment of Spanish dominant students therefore it would be best if all of our teachers were bilingual certified.

Summary of Findings:

Over the past three years, enrollment at the school has steadily increased. In the 2023-2024 school year, the student population experienced its greatest growth, reaching 565 students. This increase can be attributed to rezoning and the addition of the Head Start Program. Variables influencing membership include family mobility and the abundance of rental properties in the area, leading to challenges such as limited supplies and classroom space.

Special Programs and Attendance: An effective attendance committee is needed to motivate students to attend school consistently, especially considering the increase in the Special Ed population. The data regarding students exiting from special programs indicates a need for a resource classroom targeting individual student needs.

Mobility and Stability Rates: For the 2023-2024 school year, AM Ochoa Elementary had a total of 421 students, with 6% being migrants. Despite an increase in student enrollment, the number of migrants remained stable. There was an increase in student withdrawals, with 196 students transferring to other campuses or districts.

Teacher/Student Ratios and Qualifications: Due to increased enrollment and students performing below grade level, assistance is needed in upper-grade levels for tutoring and small group instruction. All teachers have at least a bachelor's degree, but there is a need for bilingual certification due to a high enrollment of bilingual students. Paraprofessionals have college certifications.

In summary, while the school has seen significant enrollment growth, there are challenges such as maintaining attendance, addressing the needs of special education students, and ensuring teacher qualifications meet the diverse needs of the student population.

Demographics Strengths

Enrollment:

Our student enrollment has slowly increased throughout the years.

Rezoning has helped with overflow students compared to previous year.

Stability in professional staff has remained consistent throughout the years.

Due to an anticipated increase in student population, we were able to open and fill additional professional openings for the 23-24 school year.

The addition of the Head Start Program has also helped increase our numbers.

Special Programs:

Hired additional TA due to increase in Sped pop in lower grade levels.

Hiring a teacher assistant allowed additional TA to work/focus more with upper grades.

Mobility, Stability Rate/ Migrant Students:

Student enrollment increased with the addition of Head Start but the number of migrants remained stable. There was an increase number of students who withdrew this school year. 196 students transferred to another campus or district, while we enrolled 28 students from other schools. One of our strengths is the campus enrollment increasing in comparison to the previous years.

Teacher/Student Ratios:

PK-2nd classrooms have teacher assistants.

During the second semester, teacher assistants assist 3rd-5th grade teachers with tutoring and/or small groups during Reading and Math instruction.

3rd-5th grade tutors are available

Teacher/Paraprofessional Qualifications:

At our school, we currently have 30 teachers and 19 paraprofessionals. All teachers have a bachelor's degree. Five have a master's degree and 15 are bilingual certified. Teacher assistants also have college hours, certifications, associates or bachelor's degrees.

Donna ISD offers teachers training for bilingual certification thru Region One and other agencies.

Student Learning

Student Learning Summary

3rd Grade RLA Benchmark

	3rd Gr. RLA Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	43	25	48.17%	53.49%	0%	0%
Economic Disadvantage	41	25	48.22%	53.66%	0%	0%
Hispanic	42	25	47.85%	52.38%	0%	0%
White	1	32	61.54%	100%	0%	0%
Currently Emergent Bilingual	14	24	46.15%	42.86%	0%	0%

	3rd Gr. RLA Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Special Ed Indicator	6	12	23.72%	16.67%	0%	0%

3rd Gr. RLA Spring 2024 STAAR Benchmark					
Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
44	24	46.59%	65%	31.82%	8.51%
41	24	45.87%	63%	29.27%	9.09%
44	24	46.59%	65%	31.82%	8.51%
-	-	-	-	-	-

3rd Gr. RLA Spring 2024 STAAR Benchmark

24	21	40.14%	60%	12.50%	4.17%
3	18	33.97%	33.3%	0%	0%

3rd Grade SRLA Benchmark

	3rd Gr. RLA Spring 2023 STAAR Benchmark SPANISH					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	9	16	30.98%	11.11%	0%	0%
Economic Disadvantage	9	16	30.98%	11.11%	0%	0%
Hispanic	9	16	30.98%	11.11%	0%	0%

	3rd Gr. RLA Spring 2023 STAAR Benchmark SPANISH					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
White	-	-	-	-	-	-
Currently Emergent Bilingual	9	16	30.98%	11.11%	0%	0%
Special Ed Indicator	4	14	27.40%	0%	0%	0%

3rd Gr. RLA Spring 2024 STAAR Benchmark SPANISH					
Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
13	18	35.36%	23%	0%	0%

3rd Gr. RLA Spring 2024 STAAR Benchmark SPANISH

13	18	35.36%	23%	0%	0%
13	18	35.36%	0%	0%	0%
-	-	-	-	-	-
13	18	35.36%	0%	23%	0%
-	-	-	-	-	-

4th Grade RLA Benchmark

	4th Gr. RLA Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	41	27	51.50%	46.34%	21.95%	2.44%
Economic Disadvantage	40	26	50.67%	45%	20%	2.50%
Hispanic	41	27	51.50%	46.34%	21.95%	2.44%
Currently Emergent Bilingual	14	32	61.81%	64.29%	42.86%	7.14%
Special Ed Indicator	8	13	24.04%	0%	0%	0%

4th Gr. RLA Spring 2024 STAAR Benchmark

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
50	24	45.92%	70%	36%	14%
50	24	45.92%	70%	36%	14%
50	24	45.92%	70%	36%	14%
13	21	40.38%	61.5%	23.08%	0%
8	16	31.01%	50%	0%	0%

4th Grade SRLA Benchmark

	4th Gr. RLA Spring 2023 STAAR Benchmark Spanish					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	7	20	39.01%	42.86%	0%	0%
Economic Disadvantage	7	20	39.01%	42.86%	0%	0%
Hispanic	7	20	39.01%	42.86%	0%	0%
Currently Emergent Bilingual	7	20	39.01%	42.86%	0%	0%
Special Ed Indicator	2	11	21.15%	0%	0%	0%

4th Gr. RLA Spring 2024 STAAR Benchmark Spanish					
Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7	18	34.07%	28.5%	0%	0%
7	18	34.07%	28.5%	0%	0%

4th Gr. RLA Spring 2024 STAAR Benchmark Spanish

7	18	34.07%	28.5%	0%	0%
7	18	34.07%	28.5%	0%	0%
2	9	17.31%	0%	0%	0%

5th Grade RLA Benchmark

	5th Gr. RLA Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	49	27	51.22%	57.14%	12.24%	4.08%
Economic Disadvantage	45	26	50.68%	55.56%	11.11%	4.44%
Hispanic	48	27	51.64%	58.33%	12.50%	4.17%
White	1	16	30.77%	0%	0%	0%

	5th Gr. RLA Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Currently Emergent Bilingual	13	23	44.23%	46.15%	0%	0%
Special Ed Indicator	7	16	31.32%	0%	0%	0%

5th Gr. RLA Spring 2024 STAAR Benchmark					
Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
59	26	50.13%	64.41%	28.81%	15.25%
58	26	49.73%	63.79%	27.59%	15.52%

5th Gr. RLA Spring 2024 STAAR Benchmark

59	26	50.13%	64.41%	28.81%	15.25%
-	-	-	-	-	-
28	27	52.27%	64.41%	32.14%	17.86%
6	14	26.60%	0%	0%	0%

5th Grade SRLA Benchmark

	5th Gr. RLA Spring 2023 STAAR Benchmark Spanish					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	9	28	53.21%	66.67%	11.11%	11.11%
Economic Disadvantage	9	28	53.21%	66.67%	11.11%	11.11%

	5th Gr. RLA Spring 2023 STAAR Benchmark Spanish					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Hispanic	9	28	53.21%	66.67%	11.11%	11.11%
White	-	-	-	-	-	-
Currently Emergent Bilingual	9	28	53.21%	66.67%	11.11%	11.11%
Special Ed Indicator	3	16	31.41%	0%	0%	0%

	5th Gr. RLA Spring 2024 STAAR Benchmark Spanish					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	14	21	39.70%	36%	21.4%	0%

	5th Gr. RLA Spring 2024 STAAR Benchmark Spanish					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Economic Disadvantage	14	21	39.70%	36%	21.4%	0%
Hispanic	14	21	39.70%	36%	21.4%	0%
White	-	-	-	-	21.4%	-
Currently Emergent Bilingual	14	21	39.70%	36%	21.4%	0%
Special Ed Indicator	3	14	27.56%	-	21.4%	0%

3rd Grade Math Benchmark

	3rd Gr. Math Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
A. M. Ochoa Elementary	43	13	57.23%	65.12%	27.91%	6.98%
Economic Disadvantage	41	13	57.48%	65.85%	26.83%	7.32%
Hispanic	42	13	56.94%	64.29%	28.57%	7.14%
White	1	16	69.57%	100%	0%	0%
Currently Emergent Bilingual	14	14	60.25%	71.43%	21.43%	0%
Special Ed Indicator	6	7	28.99%	16.67%	0%	0%

	3rd Gr. Math Spring 2024 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	46	12	47.91%	67.39%	36.96%	10.87%
Economic Disadvantage	43	12	46.42%	65.12%	34.88%	6.98%
Hispanic	46	12	47.91%	67.39%	36.96%	10.87%
Currently Emergent Bilingual	24	10	39.90%	58.33%	25%	0%
Special Ed Indicator	3	5	20.51%	0%	0%	0%

3rd Grade Math Spanish Benchmark

3rd Gr. Math Spring 2023 STAAR Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
9	7	32.37%	11.11%	0%	0%
9	7	32.37%	11.11%	0%	0%
9	7	32.37%	11.11%	0%	0%
-	-	-	-	-	-
9	7	32.37%	11.11%	0%	0%
4	6	25%	0%	0%	0%

3rd Gr. Math Spring 2024 STAAR Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
13	10	36.98%	46.15%	15.38%	0%
13	10	36.98%	46.15%	15.38%	0%
13	10	36.98%	46.15%	15.38%	0%
13	10	36.98%	46.15%	15.38%	0%
-	-	-	-	-	-

4th Grade Math Benchmark

	4th Gr. Math Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
A. M. Ochoa Elementary	48	11	45.83%	37.50%	12.50%	2.08%
Economic Disadvantage	47	11	45.12%	36.17%	10.64%	2.13%
Hispanic	48	11	45.83%	37.50%	12.50%	2.08%
Currently Emergent Bilingual	21	11	44.44%	38.10%	14.29%	0%
Special Ed Indicator	11	6	25.76%	0%	0%	0%

	4th Gr. Math Spring 2024 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	53	11	37.28%	37.74%	20.75%	3.77%
Economic Disadvantage	53	11	37.28%	37.74%	20.75%	3.77%
Hispanic	53	11	37.28%	37.74%	20.75%	3.77%
Currently Emergent Bilingual	17	10	35.29%	41.18%	17.65%	0%
Special Ed Indicator	8	9	30.60%	12.50%	12.50%	0%

4th Grade Math Spanish Benchmark

4th Gr. Math Spring 2023 STAAR Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
1	8	33.33%	0%	0%	0%
1	8	33.33%	0%	0%	0%
1	8	33.33%	0%	0%	0%
1	8	33.33%	0%	0%	0%
-	-	-	-	-	-

4th Gr. Math Spring 2024 Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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4th Gr. Math Spring 2024 Benchmark SPANISH

3	6	19.54%	0%	0%	0%
3	6	19.54%	0%	0%	0%
3	6	19.54%	0%	0%	0%
3	6	19.54%	0%	0%	0%
2	6	20.69%	0%	0%	0%

5th Grade Math Benchmark

	5th Gr. Math Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	56	17	58.31%	89.29%	50%	8.93%

	5th Gr. Math Spring 2023 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Economic Disadvantage	52	17	57.49%	88.46%	46.15%	9.62%
Hispanic	55	17	58.56%	89.09%	50.91%	9.09%
White	1	13	44.83%	100%	0%	0%
Currently Emergent Bilingual	20	15	53.28%	80%	35%	10%
Special Ed Indicator	10	13	44.48%	50%	30%	0%

	5th Gr. Math Spring 2024 STAAR Benchmark					
	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	68	15	49.85%	76.47%	32.35%	5.88%
Economic Disadvantage	67	15	49.40%	76.12%	31.34%	4.48%
Hispanic	68	15	49.85%	76.47%	32.35%	5.88%
Currently Emergent Bilingual	37	15	48.65%	72.97%	32.43%	2.70%
Special Ed Indicator	8	12	39.17%	75%	0%	0%

5th Grade Math Spanish Benchmark

5th Gr. Math Spring 2023 STAAR Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2	21	72.41%	100%	50%	50%
2	21	72.41%	100%	50%	50%
2	21	72.41%	100%	50%	50%
-	-	-	-	-	-
2	21	72.41%	100%	50%	50%
-	-	-	-	-	-

5th Gr. Math Spring 2024 STAAR Benchmark SPANISH

Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
5	13	46.43%	80%	40%	0%
5	13	46.43%	80%	40%	0%
5	13	46.43%	80%	40%	0%
5	13	46.43%	80%	40%	0%
1	12	42.86%	100%	0%	0%

Student Learning Strengths

Strength: RLA growth in all grade levels, Data driven instruction, tutors, small groups. Intervention period. Possible new curriculum for math and science, classroom libraries.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Spanish testing has regressed. Math testing has regressed. **Root Cause:** Rezoned students, curriculum not TEKS aligned to STAAR. STAAR 2.0 questioning needed more implementation daily.

School Processes & Programs

School Processes & Programs Summary

A.M. Ochoa Elementary CNA 2023-2024

School Processes & Programs Summary:

Personnel-Policy and Procedures:

1. **What is the process for recruiting and retaining high quality staff? (Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, Including highly qualified paraprofessionals.)** The school district allows employees or applicants the opportunity to apply for open professional positions, and posts notices of job vacancies in the district's website or through Region One Education Center. The school has a committee which consists of the principal, assistant principal, counselor, 2 teachers and/or librarian for the hiring of job vacancies that are needed. The principal and assistant principal assign a mentor to guide, share skills, knowledge, and expertise. The school district uses the T-TESS which is a new teacher evaluation system designed to support teachers in their professional development and help them grow and improve as educators.

Professional Practices:

1. **What is planned for professional development? Describe how professional development is planned and the current impact it provides.**
Professional development helps us improve our skills and, in turn, we boost student outcomes. The district provides planning days, professional development days, and after-school trainings. The district also has several instructional strategists for each core subject to provide teachers with support, guidance, and new developments to improve student experiences and student achievement. In some instances, there are Region-One presenters and other consultants to help us enhance or better our teaching to have the best student achievement.
1. **How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.** Decisions in our district are made by a board of trustees that oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures programs and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. Continuous communication between administration, staff and parents, teachers can contribute to the improvement of student success through the DLPAC, CLPAC, grade level meeting, ILT meeting, staff meetings, and email.

87. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on Improvement? The campus has always been focused on improving student academic achievement, but there is a sense of urgency due to students reading below grade level, students not mastering the Reading, Math STAAR from the previous year. Ochoa Elementary has a team composed of lead teachers 1 to 5th called the ILT Team. The team along with the principal, assistant principal, and

counselor identifies areas of need and improvement and strengths and growth. Each person contributes and many ideas have been implemented at Ochoa. In the group the PLC agenda form was elected and the standard of meeting once a week about student performance and

how better to familiarize ourselves with the content we are teaching are students has created a stronger team and focused teachers. The CLT also discusses what is in the best interest of the students (testing: I Station, TELPAS, STMR, etc...). Tutors have also been assigned to help classroom teachers and teachers providing after-school tutoring and adjusting their schedules to have an intervention period to meet the demands of struggling students. Each classroom (Pre-K to 2nd) has a paraprofessional to assist teacher and instruct students. Teachers must also attend any after school trainings offered by the district to support all student's academic achievement.

Programs and Opportunities for Students:

- 1. Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at risk, are given opportunities to meet challenging state academic standards.**

The academic department is continuously working together with teachers and administrators to meet the needs of all students. The district offers the Dual Language Model. It is offered at PreK- 5th the program provides instruction for all subjects in English and Spanish and structured where both languages alternating days and following a special calendar issued by the Bilingual department. Literacy is tracked for both languages monthly. Students who participate in the dual language model for 5 consecutive years will receive one high school Language Other Than English (LOTE) credit.

- 1. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL and gifted/talented and dyslexia treatment.** A.M. Ochoa Elementary is an inner-city school with a population compromised of 99.4% Hispanic and 0.6% White. The gender population is made up of 50.3% female and 49.7% male students. Sub-populations include: 7.2% Migrant, 79.2% At Risk, 12.5% Special Education, 43.9% limited English Proficiency, 5.3% Gifted and Talented, 94.2% Economically Disadvantaged and 0.6% Homeless. The school has been part of the Biliteracy Program for the past 3 years, Identified Gifted/Talented students participate in various extra-curricular activities such as: UIL, Spelling Bee, Battle of the Books, and Summer Reading.

Teachers also need to have the 6-Hour GT update on a yearly basis. Mrs. Garza inclusion teacher is dyslexia certified and services students using the program RAVE-0. Dyslexia screener was done on lower grades by teachers and students at risk have been identified.

94. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology. School provides a class set devices for each classroom. iPads for PreK to 2nd, and laptops to 3rd to 5th. Students have access to programs such as: Accelerated Reader, MackinVia, BrainPop, RazKids, IReady, and Spanish Istation, Imlaine Literacy. Teachers can assign individualized activities in I-Station according to their reading level and in AR teachers are also able to adjust students' levels to meet their needs. The school did have difficulties

meeting the 85% average on AR throughout the school year and 80% participation student testing. Pre k uses the Ipads for I-Station, iReady and different alphabet/number apps that have already been installed but only in English. Applications in Spanish are not available.

Procedures:

97. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs. The district provides iPads and laptops for classes from PreK to 12th grade. Students in second grade and below received iPads while third graders and received laptops. All teachers were given a laptop and a monitor as well. All adoptions provide a wide variety of activities that the teacher can assign, so that students can complete and turn in digitally. Each classroom is equipped with a OneScreen smart board. iPad and laptops are used in centers and for intervention periods.

101. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom. The district has a Disciplinary Management Plan available for schools to follow, here at A.M. Ochoa each teacher creates a Classroom Management Plan in the beginning of the school year using Capturing Kids Heart program. In lower grades, there are not that many infractions committed but we do see more infractions in the upper grades. Teachers contact parents and a referral is made if needed, the principal then decides what action is needed depending on infraction. We perceive a need for additional consequences or other forms of discipline for repeated offenders. incentive system, PBIS Celebration during PE is in place to help reinforce positive behavior to alleviate constant discipline issues.

School Processes & Programs Weaknesses

- One-to-one devices for all students
- Following up on consequences for every student involved, not just on repeated offenders.
- Attendance issues and lack of attendance incentives
- Teacher/ILT input is heard but not usually considered for new school changes or procedures
- ILT meetings are inconsistent
- Paraprofessionals are often taken out of the classroom

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Provides opportunities for job vacancies
- Versatile hiring committee
- T-TESS for growth and improvement
- Teacher Retention given last year (\$3000) (this is the last year)
- Instructional Strategies for all subjects
- On demand-PD Modules using Vector.
- Blended learning professional development webpage

- Board of trustees oversee the management and implementation
- Communication through different groups (school to parents using social media and communication applications such as Class Dojo).
- PLC meetings weekly (grade-level)
- Campus Leadership Team
- Tutors
- Intervention periods
- Social worker/counselor
- 6-Hour GT update for all teachers
- Inclusion teacher dyslexia certified
- Dyslexia testing on lower grades
- Programs availability
- Individualized activities I-Station and AR
- Google classroom
- Istation in Spanish
- I pads for K-2 (class set)
- Chrome Books 3-12
- Teacher laptops and monitors
- Teacher creates classroom management plan in the beginning of school
- Minimal behavior problems due to Social Contracts/Capturing Kids Hearts
- I Ready for Reading, Math, and Science access to assign individualized digital assignments to students

Perceptions

Perceptions Summary

Guiding Questions

How do students describe the school climate? How does this compare to staff?

- School climate is good among staff and students.

How do students and staff describe respect towards each other?

- Most staff and students agree that they have respect towards each other.

To what degree do students and staff feel physically safe?

- Both staff and students feel physically safe on campus.

Are students involved in extracurricular activities?

- Out of 230 student responses... YES- 63% (145) and NO - 37% (85)

How do staff and students feel about technology?

- Both staff and students feel good about technology on campus.

What are the parents' perceptions of the school?

- Most parents feel good about everything happening at Ochoa, but some were concerned about

bullying on campus & bus and the lack of events (festivals, lock-ins, etc.) taking place for student and parent involvement.

How does staff feel about consistency within the school when it comes to dress code for students?
- Most agree that there is no consistency in regards to dress code for students.

The school has hosted/offered the following things this school year:

- literacy night
- Granola with Grandparents
- Recognition parades

Parental Sessions: Alice Martinez

- Parental Involvement Appreciation Day
- Ingles sin Barreras
- Raising Highly Capable Kids
- Ali's Craft Corner
- Reading Cafe

Needs:

- more activities are needed during and after school (festivals, events where parents are involved)
- there is concern for bullying on behalf of parents

- lack of empathy from certain grade levels towards students
- drop off/pick up concern with gate and entrance to the parking lot
- perhaps swapping the bus and pick up area
- in need of a designated conference room to host ARDs and meetings to comply with HIPAA, FERPA and confidentiality
- a calendar with marked occasions (Principal's Day, AP Day, Nurse's Day, etc.) so staff can better prepare. Celebrate once a month for everything in that month. For example, cake at a staff meeting.
- Transparency between administration and staff in regards to suspensions or other items pertaining to homeroom students/teachers.

Perceptions Strengths

Strengths:

- students and staff feel safe in school
- students and staff feel respected in school
- technology is well liked by both
- most parents feel they have a good working relationship with teachers
- parents feel they are notified of events at school in a timely manner

Priority Problem Statements

Goals

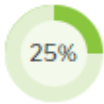
Goal 1: Focus On Student Success



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


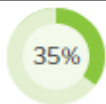
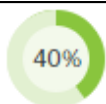
- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 27% to 45%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 40%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

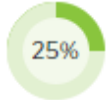




HB3 Goal

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 _85_% 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: - State Comp. (164) - \$6,733.10, TRANSPORTATION, ENTRANCE FEE TO GLADY'S PORTER ZOO - State Comp. (164) - \$1,266.90, PETER PIPER PIZZA - Student Activity Fund (865) - \$572	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, quality questioning and tutoring. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from _70_% to _75_% ,the use of visual stimuli from 70% to 75% and utilization of processing tools from 70% to 80% 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: - Local (199) - \$15,389		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 _90%_ to 100%__ by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.5 - 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 60% to 85% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: 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: 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 student attends school daily. Schools will be given funds every six weeks based on enrollment as follows: 800+ - \$ 3000.00 500-799 - \$2,000.00 250-499 - \$ \$1,000.00 The PIEMS department will provide individualized goals by campus that they will have to meet in order to recieve 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, campus will as 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 meeting every 4 weeks; and improve overall district ADA from 90.9% to a 92.4% for 24-25 school year. for 25-26 goal is 94.4% for 26-27 to a 96.4%</p> <p>Staff Responsible for Monitoring: District ARC</p>	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>
 * Family and Community Engagement Survey Checklist
https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing
 * surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 4.1	Formative			Summative
	Sept	Dec	Mar	June
				



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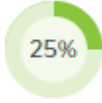




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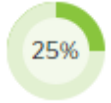




Goal 2: Focus on Family and Community Engagement

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




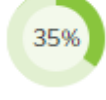
Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1 Funding Sources: Walmart - Title I (211) - \$500	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	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	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			
<p>Strategy 5: District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations.</p> <ol style="list-style-type: none"> 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. <p>Strategy's Expected Result/Impact: Ensure equitable campus allocations.</p> <p>Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Ochoa 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: A. M. Ochoa will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	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.	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.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: A. M. Ochoa 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: A. M. Ochoa 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	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: A. M. Ochoa 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: A. M. Ochoa'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 Funding Sources: Walmart - Local (199) - \$168	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa'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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: A. M. Ochoa 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: A. M. Ochoa 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	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



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Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Ochoa 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: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Title IV (289) - \$2,412, - Title II Teacher/Principal (255) - \$5,427, Texas Assessment 2024, Brittany Trevino, Moak & Coakley - Local (199) - 6299.6411 - \$1,753, Region One Workshop #329728 - Local (199) - \$0, Region One Workshop #329737 - Local (199) - \$0, Region One Workshop #334040 - Local (199) - \$0, Region One Workshop #329689 - Local (199) - \$0, Region One Workshop #333972 - Local (199) - \$0, Region One Workshop #334034 - Local (199) - \$0, Region One Workshop# 334036 - Local (199)	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: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
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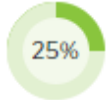


Goal 4: Focus On Employees And Organizational Excellence

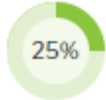





Performance Objective 2: 4.2 Ochoa will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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	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: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that 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%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: clothing voucher - Title I (211) - \$1,000	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	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 - 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: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship







Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for A. M. Ochoa 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: 2.5	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: A. M. Ochoa will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: A. M. Ochoa 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 Funding Sources: Little Caesars, HEB, WALMART, LAMAC,SAMS - Student Activity Fund (865) - \$4,513, Little Caesars, Sam's, Walmart, HEB, V&M Prints - Faculty Account (897) - \$2,453, Warehouse, Gateway, Walmart, Liberty Office Supply, - Title III (263) - \$2,736, Warehouse, - Bilingual (162) - \$8,424, Lone Star Guns, Mobile Relays, OBEY Imaging, Warehouse, Walmart, Gateway, Liberty Office Supply - Local (199) - \$13,665, Warehouse, Gateway, Walmart, Liberty Office Supply, - Title I (211) - \$16,610, Little Caesars, Walmart, HEB, Marines Bakery, Sams - Coke Activity Account (899) - \$242, Scholastic Book Fairs - Library Account (898) - \$1,256, Warehouse, gateway, walmart, obey imaging - State Comp. (164) - \$1,240	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa 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.	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.

CNA/CIP Planning Committee Members

Committee Role	Name	Position
Classroom Teacher	Ana Alvarez	
Classroom Teacher	Stephanie Benitez	
Classroom Teacher	Cynthia Gil	
Administrator	Laura Mederes	

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Warehouse,		\$8,424.00
Sub-Total					\$8,424.00
Budgeted Fund Source Amount					\$8,424.00
+/- Difference					\$0.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$6,733.10
1	1	1	TRANSPORTATION, ENTRANCE FEE TO GLADY'S PORTER ZOO		\$1,266.90
5	2	1	Warehouse, gateway, walmart, obey imaging		\$1,240.00
Sub-Total					\$9,240.00
Budgeted Fund Source Amount					\$9,240.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$15,389.00
3	2	1	Walmart		\$168.00
4	1	1	Region One Workshop# 334036		\$0.00
4	1	1	Texas Assessment 2024, Brittany Trevino, Moak & Coakley	6299.6411	\$1,753.00
4	1	1	Region One Workshop #329737		\$0.00
4	1	1	Region One Workshop #334040		\$0.00
4	1	1	Region One Workshop #329728		\$0.00
4	1	1	Region One Workshop #329689		\$0.00
4	1	1	Region One Workshop #333972		\$0.00
4	1	1	Region One Workshop #334034		\$0.00
5	2	1	Lone Star Guns, Mobile Relays, OBEY Imaging, Warehouse, Walmart, Gateway, Liberty Office Supply		\$13,665.00
Sub-Total					\$30,975.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$30,975.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Walmart		\$500.00
4	2	5	clothing voucher		\$1,000.00
5	2	1	Warehouse, Gateway, Walmart, Liberty Office Supply,		\$16,610.00
Sub-Total					\$18,110.00
Budgeted Fund Source Amount					\$17,610.00
+/- Difference					-\$500.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$5,427.00
Sub-Total					\$5,427.00
Budgeted Fund Source Amount					\$5,427.00
+/- Difference					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Warehouse, Gateway, Walmart, Liberty Office Supply,		\$2,736.00
Sub-Total					\$2,736.00
Budgeted Fund Source Amount					\$2,736.00
+/- Difference					\$0.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Little Caesars, Walmart, HEB, Marines Bakery, Sams		\$242.00
Sub-Total					\$242.00
Budgeted Fund Source Amount					\$242.00
+/- Difference					\$0.00

Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Little Caesars, Sam's, Walmart, HEB, V&M Prints		\$2,453.00
Sub-Total					\$2,453.00
Budgeted Fund Source Amount					\$2,453.00
+/- Difference					\$0.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Scholastic Book Fairs		\$1,256.00
Sub-Total					\$1,256.00
Budgeted Fund Source Amount					\$1,256.00
+/- Difference					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$2,412.00
Sub-Total					\$2,412.00
Budgeted Fund Source Amount					\$2,412.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PETER PIPER PIZZA		\$572.00
5	2	1	Little Caesars, HEB, WALMART, LAMAC,SAMS		\$4,513.00
Sub-Total					\$5,085.00
Budgeted Fund Source Amount					\$5,085.00
+/- Difference					\$0.00
Grand Total Budgeted					\$85,860.00
Grand Total Spent					\$86,360.00
+/- Difference					-\$500.00

Addendums

Donna Independent School District
Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Donna Independent School District
Procedimiento de traducción

Propósito:

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

Tipos de traducción disponibles:

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

Datos utilizados para determinar las necesidades de traducción:

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

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

Documentos/Información a traducir:

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

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

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

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

Monitoreo:

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

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

Mission

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

Number One Outcome

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

Our Shared Beliefs

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

DISD Strategic Plan Goals

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

PURPOSE OF A CNA

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

HOW DO WE START THE CNA PROCESS?

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



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

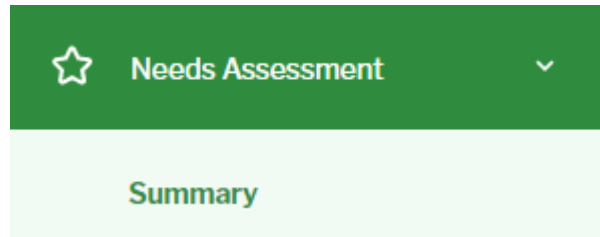
CONT.

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

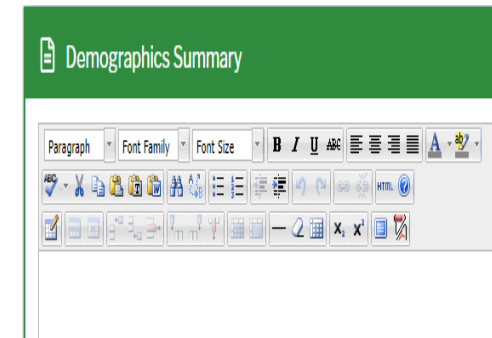


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

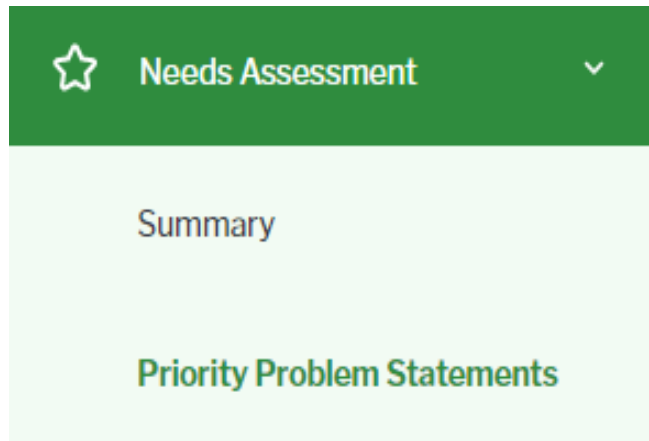


Demographics
Student Learning
School Processes & Programs
Perceptions



CONT.

- Enter problem statement and root cause





Demographics

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

CONT.

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

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



Accountability Data

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

Save Accountability Data

UPLOADING DOCUMENTATION ON TITLE I CRATE

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

Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER



Home



District Crate Upload



Reports



History

CONT.

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

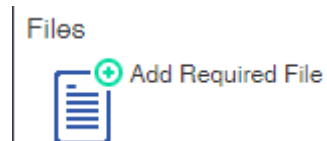


- Click on #3 CNA Documentation

3

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

- Click the + add required file and upload your documents



QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

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



PROFESSIONAL PRACTICES (GOAL 1)

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



STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

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



PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

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



STAFF ENGAGEMENT (GOAL 1 AND 2)

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



STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

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



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

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



QUESTIONS TO CONSIDER

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



LAST STEP - BUDGET

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



Focus On Student Success



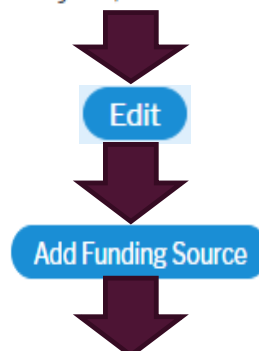
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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

CONT.

Strategy 1

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



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

BREATHE

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

