

Donna Independent School District
J.P. Lenoir Elementary
2024-2025 Campus Improvement Plan



Mission Statement

At LeNoir Elementary, our mission is to provide the highest quality education in a structured, safe, positive, and challenging environment for all students and staff.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for academic success. All learners are encouraged to be self-sufficient, responsible, cooperative, and caring members of our community. Every individual needs, wants, and deserves to be treated with fairness, dignity, and respect.

Number One Student Outcome

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



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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school.

J. P. LeNoir Elementary is situated in the heart of the city of Donna, Texas. The school currently serves Prek-3, Prek-4, Kinder and 1st through 5th grade students, including Special Education. The population of J. P. LeNoir Elementary consists of 449 students. The majority of students are zoned to J. P. LeNoir. J P Lenoir has 24% of transfer students.

2. Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan?

Our stakeholders are the board members of Donna ISD. They are included in the planning process by the community and the superintendent in helping in the development and implementation of the improvement plan.

3. Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/ Talented, CTE, Fine Arts...

Our special programs align with the needs and desires of our students, as well as parents, and our community. We have a Gifted and Talented programs implemented by our district as a pull out system to tailor to our GT students. J. P. LeNoir Elementary has a Music program that allows students to experience music through exploration and learning how to read

music. J.P Lenoir also has special education programs for inclusion and life skills. Our campus also has a sensory room for life skills to explore.

4. What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs?

The percentage of students that are migrant is 4.36% (18 students).

The percentage of the students who are experiencing homelessness is 5.57% (23 students). The percentage of the students being served in Special programs is 7.99% (33 students).

The percentage of English learners/ Emergent Bilinguals is 30.75% (127 students).

The percentage of at-risk students 77.72% (321 students).

The percentage of Gifted and Talented students is 7.26% (30 students).

The percentage of students enrolled in special programs is migrant 4.36% (18 students).

The percentage of 504 students is 2.18% (9 students).

The percentage of Special Education students is 7.99% (33 students).

5. What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning?

Grade Level Number of Students Suspension Length (days)			
----- ----- -----			
3rd Grade	5	1-15 (varying lengths)	
4th Grade	6	1-15 (varying lengths)	

The data illustrates a notable increase in the number of students receiving out-of-school suspension as they progress through the elementary grades. Starting with 5 students in third grade and 6 students in fourth grade, the number nearly doubles to 11 students by fifth grade. This trend suggests a potential escalation in disciplinary incidents as students advance in their academic journey, highlighting the importance of proactive intervention and support mechanisms to address behavioral challenges early on.

6. What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility?

The data reveals a notable decline in mobility rates at the school over the three-year period from 2021 to 2024. Starting at 26.78% in 2021-2022, the mobility rate decreased to 21.74% in 2022-2023 and further dropped to 14.44% in 2023-2024. This consistent downward trend suggests a potential improvement in student retention and stability within the school community over the specified timeframe. There are currently no systems in place to address the effects of mobility.

Year	Mobility Rate (%)	Number of Students
2021-2022	26.78	295
2022-2023	21.74	354
2023-2024	14.44	367

7. What are our dropout rates and which students are dropping out?

We do not have any dropout rates at Lenoir, since we are an elementary school.

8. What are the retention rates for all groups of employees?

The retention rates for our employees have increased since last year. We have a total of 71 staff members. 12 of which are male staff members and 59 female staff members.

We have 28 teachers at J. P. LeNoir Elementary.

J. P. LeNoir Elementary has 19 paraprofessionals, 1 Nursing Staff, 6 office staff, 5 cafeteria staff, 5 custodians, 8 parent volunteers, 1 librarian, 1 counselor, 2 Police Officers and 2 administrators.

Staff Counts

21-22

67 Staff members (10 male, 57 female)

20 teachers (2 male, 18 female)

22-23

69 Staff members (12 male, 57 female)

28 teachers (5 male, 23 female)

23-24

71 Staff members (12 male, 59 female)

28 teachers (5 male, 23 female)

9. What is the average class size, student-to-teacher ratio and student-to-support staff ratio?

The average class size student to teacher ratio is 19.5 The student to support staff ratio is 9.7.

10. What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?

The attendance rates are 92.1%. The truancy rates are 95%. There are no dropout rates since it is elementary. There is a trend and it fluctuates. The procedures we have in place to address these are the following, the truancy officer goes and does a home visit after 3 unexcused absences. When they have 5 tardies, a visit is conducted.

11. What race/ethnicity/gender percentages make up our student population and how does it differ from the past?

The percentages are the following:

Hispanic- Latino- 411 (99.52%)

American Indian- Alaskan Native- 0

Asian- 0

Black-African American -0

Native Hawaiian- Pacific Islander-0

White- 2 (0.48%)

Two or More-0

The percentage for gender are the following:

Male- 207 (50.12%)

Female – 206 (49.88%)

This information differs from last year as there is an increase from 164 females and 197 males. There were 359 Hispanics, 1 African-American and 1 White.

12. What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, Sp-Ed, homeless, migrant, GT, AP, at-risk

The percentage are as follows:

The percentage of students we serve that are Economically Disadvantaged is 84.92% (383 students).

The percentage of ELs /EBs we serve is 31.04% (140 students).

The percentage of Sp-Ed we serve is 12.64% (57 students).

The percentage of homeless students we serve is 0% (0 students).

The percentage of GT students we serve is 8.87% (40 students).

The percentage of At-Risk students we serve 64.52% (291 students).

13. Who is our staff and how do their skills align with student needs/demographics? ex. years' experience, capacity levels, certifications, race/ethnicity

A majority of our staff resides in Hidalgo county.

The majority of our staff have 0-5 years of experience.

Our staff have the following certifications: EC-4, Bilingual EC-4, Bilingual 1-6, EC-4 Generalist, PE EC-12, Art All Level, Music EC-12, Special Education, and Generalist EC-6.

Our staff's race is:

89.9% white

6.1% asian

6.1% pacific islander

The Staff at J.P. Lenoir meet the certification criteria in their classroom assignments and are highly qualified based on student needs and

demographics.

14. Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?

The age ranges are the following ages 0 years old to 80-year-old and over.

We are a diverse community with White 59.89%, Black or African American-0.16%, American Indian -0%, Asian- 0%, Native Hawaiian-0%, Two or More Races-28.68%, Hispanic- 93.6%, and White Alone or not Hispanic or Latino- 5.7%.

The languages spoken in Donna are: Only English-20.04%, Spanish-79.92%, Other Indo-European Language-0.03%.

The education levels of our community is the following: Less than 9th Grade- 24.47%, 9th to 12th Grade- 11.56%, High School Graduates-29.01%, Some College- 19.71%, Associates Degree- 2.51%, Bachelor's Degree- 8.19%, Graduate Degree- 4.54%.

The poverty rate by race are as follows- Hispanic-39.06%, Multiple- 33.22%, Other-44.86% and White-24.12%.

The employment by age- Labor Force Participation-50.2%, Employment Rate-48.1%, Unemployment Rate-4.2%.

The citizens in our communities are renters and or owner occupied as follows: Married households- 5,173 in which it is Married- 2,241, Non Family-1,495, Female-1,198, Male-239.

The crime rate is the following: Total crime-3,800, in which Murder-11.9, Rape-65.3, Robbery-35.6, Assault-1,033.1, Violent Crime-1,146, Burglary-320.6, Theft-2,060.3, Vehicle Theft-273.1, Property Crime-2,654.

15. How do we interact with the major employers and the universities/community colleges in our community?

Our campus has two major ways that they interact with major employers and universities/community colleges. One of those is through our counseling department and it is for career day. Our counselor reaches out to major employers within our community to visit our campus and present their career to our students. This is a great way for students to start learning and showing interests to different professions. It also gives the students an idea of what education is required to accomplish that career. Another way that our campus is involved is through our Parent Center. The Parent Center liaison often holds parent involvement meetings in which universities or community colleges can display their information to our parents. One major event that is held at our main district administration building is when all the parent centers from our

district invite employers, clinics, dentists, and colleges to display booths of information for all the community of Donna. A smaller event that our campus also participates in is continuing education for our campus staff. Our school secretary invites colleges and universities to bring information to the staff who are interested in continuing their education.

Demographics Strengths

1. Attendance Incentives: J.P Lenoir has strived to improve attendance rates by offering many different incentives to our students such as attendance celebrations every 6 weeks. (Ex: Glow Parties, popcorn, pickle, and a movie, foam parties etc.)
2. Inclusion TAs: J.P Lenoir has hired 2 inclusion TAs (as opposed to having none the previous year) to better serve our numerous inclusion students not only in the upper grades, but in the developmental lower grades as well.
3. Extra Support for Special Pops: JP Lenoir has a teacher specifically assigned to the special populations we house. Dyslexia, GT, Inclusion, Life Skills, and EBs are all being served each and every day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Accountability: Teacher assistants are not being utilized to the maximum capacity. **Root Cause:** JP Lenoir needs to utilize teacher assistants and they need to be held accountable for who they help and have the same sense of urgency as teachers.

Problem Statement 2: Communication: JP Lenoir does not have a good system of rotating TAs to cover duties as assigned and does not notify teachers in a timely manner. **Root Cause:** JP Lenoir does not have an organized system for knowing which TAs have already been in rotation to cover a duty and teachers are not receiving official emails to inform them of when and where their TA will be pulled out to.

Student Learning

Student Learning Summary

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

In the summatively state tested grades and subjects of ELA, Math, and Science, the overall data showed RLA at 63%, Math at 65%, and Science at 48%. In comparison to other similar schools/ school systems, our students are underperforming. (STAAR 2023)

A contributing factor to this underperformance is the school's economically disadvantaged population. When compared to other schools within the district, LeNoir's economically disadvantaged population is 85%, while the others are well above 95%.

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

The data shows that our subgroups are underperforming.

2022 All Grades All Subjects:

Approaches: 72%

Meets: 40%

Masters: 21%

2023 All Grades All Subjects:

Approaches: 64%

Meets: 26%

Masters: 8%

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

Yes, there are indicators available to show student individual growth. Students from Kinder thru Second Grade are given a BOY, MOY, and EOY assessment. The reports measure growth in the following areas: letter sounds, decoding, reading accuracy and reading fluency.

For grades 3rd-5th; students are given benchmark test. These benchmarks measure growth by skill and by individual TEKS.

Another program used for growth in Reading and Math is a computer program called IREADY.

Testing Data

Amplify (K-2nd)

Benchmarks (3rd-5th)

How are our youngest learners (preK - 3rd) performing in ELA and Math? (Consider subgroups) D

PK-3 23-24

Classcount 22

BOY 3 Above grade level 4 at grade level 15 below grade level

MOY 4 Above grade level 9 at grade level 6 below grade level

PK-4 23-24

Grade level count 41

BOY Rapid Vocabulary

23 out of 41 are on Track 19 out of 41 need monitoring

MOY Rapid Vocabulary

25 out of 41 are on Track 16 out of 41 need monitoring

BOY for Phonemic Awareness

35 out of 41 are on Track 7 out of 41 need monitoring

MOY for Phonemic Awareness

38 out of 41 are on Track 5 out of 41 need monitoring

Kinder 23-24

Iready Math

BOY 4%Mid or above grade level 17% Early level 60% Below grade level

MOY 23%Mid or above grade level 16% Early level 43% Below grade level

Amplify

BOY: 17% Well Below 19% Below 28% At / 34% Above Benchmark

MOY: 10% Well Below / 8% Below 24% At / 57% Above

First Grade: 23-24

Iready Math

BOY: 0% Mid or above grade level 25% Early level 60% Below grade level
Not tested 15%
MOY: 5% Mid or above grade level 8% Early level 78% Below grade level
Not tested 11%

Amplify

BOY: 55% Well Below / 13% Below / 18% At level / 8% Above
MOY: 18% Well Below / 17% Below / 49% At level / 12% Above Benchmark
Second Grade: 23-24

Iready Math

BOY: 10% Mid or above grade level 37% Early level 48% Below grade level
Not tested 6%
MOY: 6% Mid or above grade level 16% Early level 76% Below grade level
Not tested 3%

Amplify

BOY: 37% Well Below / 9% Below / 32% At level / 24% Above Benchmark
MOY: 27% Well Below / 13% Below / 35% At level / 21% Above Benchmark
Third Grade: 23 -24

Iready Math

BOY: 3% Mid or above grade level 5% Early level 83% Below grade level
Not tested 9%
MOY: 7% Mid or above grade level 13% Early level 79% Below grade level
Not tested 3%

- Benchmark Reading

BOY: Well Below / Below / At / Above Benchmark

* BOY: At Risk / Low Risk

MOY: Well Below / Below / At / Above Benchmark

*MOY: At Risk / Low Risk

What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students? P,

We have the program of Response To Intervention (RTI). Struggling students are placed in Tier II, small-group instruction. Tier III, one-on-one, and are referred to Special Education if he/she continues to struggle. The programs do meet the students needs. Special Education students have an Individualized Educational Plan (IEP) with accommodations that must be followed by teacher. For chronically absent students, a truancy officer will conduct a home visit.

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

Teachers meet every six weeks for Response to Intervention (RTI). Students struggling with academic content are referred to RTI. First they will be part of Tier II, small group instruction. If the student continues to struggle, they will move to Tier III, one-on-one intervention. If student continues to struggle, they will be referred for Special Edu

How is academic success measured with regards to our local educational programs? P

As part of our local educational programs, LeNoir School utilizes online platforms such as IReady for Reading and Math, as well as Istation. These resources are integrated into our curriculum to support student learning across kindergarten through 5th grade. Students participate in Mid-Year (MOY),

Beginning-of-Year (BOY), and End-of-Year (EOY) assessments, which are designed to measure their academic growth. These assessments are closely aligned with grade-level expectations, allowing us to track students' progress and tailor instruction to meet their individual needs effectively.

How is Response to Intervention (Rtl) being implemented? Is there data to suggest the implementation is successful? P

This data measures the extent to which interventions are implemented as intended. By assessing intervention fidelity, LeNoir Elementary can ensure that interventions are being implemented consistently and with fidelity across classrooms and grade levels. Overall, the success of Rtl implementation at LeNoir Elementary would be determined by the extent to which students' academic and behavioral needs are effectively identified and addressed, leading to improved

outcomes for all students.

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

In review of classroom observations, it is shown that teachers who effectively teach, have students with higher achievement success. It is addressed through eduphoria.

How do our formative results compare to our summative results? PP

In the areas of 3rd - 5th ELA, Math, and Science, the formative assessment results are aligned to the results of summative assessment results. Based on STAAR data, students have shown improvement in summative assessments (STAAR) as compared to formative assessments throughout the school year.

Student Learning Strengths

J.P LeNoir Strengths

Continuous Improvement: Showcase LeNoir's commitment to continuous improvement. Highlight initiatives such as data-driven decision-making, professional development opportunities for staff, and strategic planning efforts aimed at enhancing student outcomes and school performance.

Innovative Teaching Practices: Highlight innovative teaching practices implemented by LeNoir's educators. Showcase examples of project-based learning, technology integration, and interdisciplinary approaches that engage students and promote deeper understanding of academic concepts.

Dedicated Teachers: Highlight the commitment and passion of LeNoir's teachers. Emphasize their dedication to student success and their willingness to go above and beyond to support their students academically and emotionally.

Strong Administrative Leadership: Recognize the leadership of LeNoir's administration team. Highlight their vision, guidance, and support in creating a positive school culture and fostering a conducive learning environment.

Qualified Tutors: Highlight the quality of LeNoir's tutoring staff. Emphasize their expertise, dedication, and effectiveness in providing academic support to students. These qualified tutors play a crucial role in addressing student needs, helping them succeed academically, and bridging learning gaps.

Consistent Support from GT and Dyslexia Teachers: Recognize the dedication and consistency of LeNoir's GT and dyslexia teachers in providing specialized support to students. Highlight their ongoing commitment to understanding the unique needs of gifted and dyslexic learners, tailoring instruction to meet individual student needs, and fostering a supportive learning environment. This consistent support helps students thrive academically and build confidence in their abilities, contributing to their overall success at LeNoir School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tutors It's crucial to recognize the impact of socioeconomic factors on academic performance. Economic disadvantage can create barriers to learning, such as limited access to resources, lack of educational support at home, and higher levels of stress or instability, all of which can affect students' ability to excel in school. **Root Cause:** It appears that LeNoir School is facing challenges with student performance in key subjects, notably ELA, Math, and Science. The overall data indicates that there's room for improvement, with RLA at 63%, Math at 65%, and Science at 48%. These figures suggest that students at LeNoir are not meeting the desired standards compared to similar schools or school systems.

Problem Statement 2: By implementing these cost-effective strategies, LeNoir School can address the need for materials to prepare students in 3rd, 4th, and 5th grades for the STAAR assessment, even in the absence of additional funding. Through creativity, collaboration, and resourcefulness, the school can ensure that students receive the support they need to succeed on this important academic milestone. **Root Cause:** The district has not offered financial avenues to allocate funds for investing in STAAR resources, crucial for adequately preparing our students for this significant assessment. Achieving success in state assessments such as STAAR demands access to materials and resources that closely align

with the test content and standards.

Problem Statement 3: LeNoir could consider enhancing opportunities for teachers to participate in research-based training sessions. This could involve offering more flexibility in scheduling to accommodate various teacher needs and commitments. By doing so, teachers would have the chance to engage in professional development activities that align with their instructional goals and the diverse needs of our students. **Root Cause:** These training sessions would equip teachers with effective strategies to support student learning comprehensively, ultimately contributing to the school's efforts to enhance academic performance, particularly in domain three.

School Processes & Programs

School Processes & Programs Summary

The Donna ISD Human Resource Dept is Responsible for recruiting and hiring high-quality educators. They are screened and interviewed upon hiring. Teacher qualifications can be found on tealprod.tea.state.tx.us. Job descriptions include roles and responsibilities of staff and are included in the employee handbook and staff contract.

The district provides professionals the opportunity to attend staff development free of charge.

The process for developing a focused improvement plan that addresses low performance. Student progress is monitored by classroom teachers and other support staff.

There are systems in place: RTI, tutorials, I-ready, regrouping students, daily workstations, small group, and intervention block, and progress monitoring every 2 weeks.

Students attend College Career Military Readiness fair, guest speakers, band visits from the High School, ROTC, Culinary, visit from the High School.

Over all from PK through fifth grade there are low discipline referrals. Campuses and classes implementing Capturing Kids Heart guidelines and phrases to hold each other accountable.

CKH supports our school Mission and it supports our student learning environment by reinforcing positive behavior.

School Safety:

- Staff Id
- Classroom doors locked
- All entry doors locked
- Door checks
- Staff must use front door when exiting the building
- Visitors without pass are escorted to the front office
- Raptor system
- Monthly Fire Drills
- Lockdown Drills
- Exit Doors- Door Stop removal
- Night Locks
- Drill Training

- Staff Parking Permits

School Processes & Programs Strengths

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***Over all from PK through fifth grade there are low discipline referrals. Campuses and classes implementing Capturing Kids Heart guidelines and phrases to hold each other accountable.**

***CKH supports our school Mission and it supports our student learning environment by reinforcing positive behavior.**

***New teachers are able to receive support needed to navigate through their first year as a teacher or to the district. Teachers benefit most from having the support within their grade level team or same subject area.**

***Systems in place help teachers meet district expectations, personal growth, helps teachers adjust instruction to meet student needs, allows teachers from different backgrounds to collaborate and learn from each other.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More presentations from the middle school to help 5th graders transition to middle school **Root Cause:** Not enough time for middle school staff in charge of extra curricular programs to visit elementary campuses. Incentives should be offered to staff who visit elementary campuses.

Problem Statement 2: Protecting instructional time **Root Cause:** Recognition is happening during instructional time. At times schedule changes cause minutes to be lost or redistributed. Recommendations for student recognition are as follows: extra play time, no uniform passes, mobile exhibit unit, video game and scholastic free books.

Problem Statement 3: Technology Problems **Root Cause:** Technology equipment is in constant of replacement. Teachers buy equipment with their own money. Not enough equipment is ordered. A few extras should be available as backups or for late enrolling students.

Problem Statement 4: Students are still struggling with Reading **Root Cause:** Poor attendance/lack of formal schooling is creating more/additional learning gaps.

Problem Statement 5: Mentoring new teachers **Root Cause:** Teachers need more time at the start of the year to feel better prepared and familiarized with the most important things like systems, curriculum, procedures...etc. Not enough time to plan with teachers.

Perceptions

Perceptions Summary

1. How do students and staff describe the school and learning environment?

- Over 90% of teachers feel the campus is clean/well maintained, and about 75% feel it is welcoming, classrooms are conducive to learning and the campus has a positive learning environment. All teachers surveyed feel they have a safe work environment and 75% feel staff treat each other with respect.
- The majority of teachers feel welcome and comfortable in their classrooms and that our campus is conducive to learning.

2. Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? PP

- All teachers feel safe. Over 70% feel that teamwork is part of our campus environment and that staff are respectful of others. Over 65% of staff surveyed feel supported by the admin team regarding concerns and in student discipline.
- All staff feels safe and most feel like they belong and are part of a team. 6 out of 10 teachers feel supported by admin in addressing concerns including student discipline.

3. Do our teachers want to teach at the school? How do you explain staff turnover?

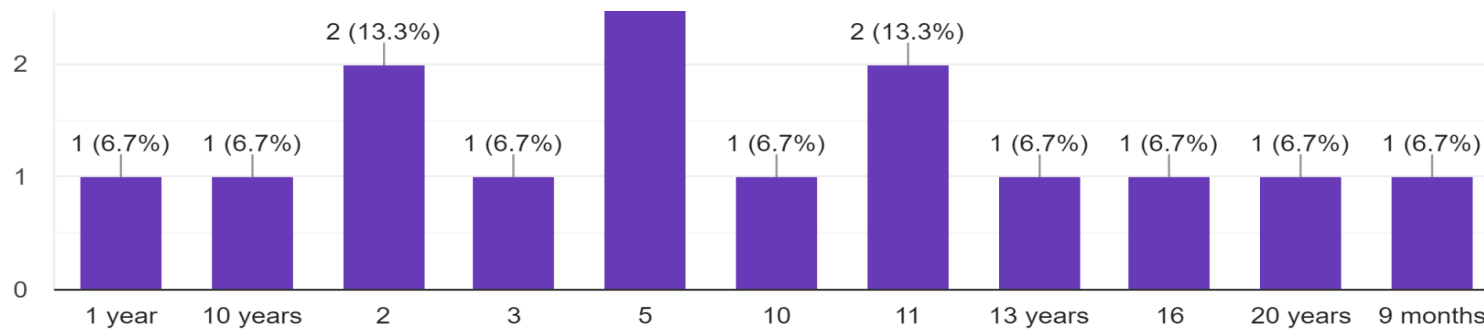
- Based on the survey that we conducted our teachers like to teach in this school. They have been teaching here around five to twenty years.

2. How long have you been teaching at J.P. Lenoir Elementary?

15 responses

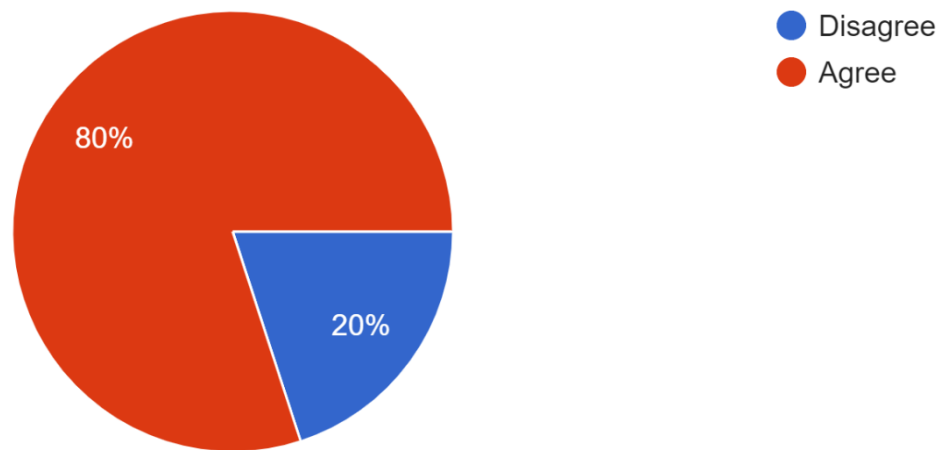
3

3
(20%)



Do our teachers feel supported in their daily work, both by administration and by each other?

20 responses



Based on the survey that we conducted, 80% percent of our teachers feel supported, while 20% of teachers feel that there is not enough support from our

administration.

5. How are we mentoring new teachers and struggling teachers? Is our process working?

- **ILT coaches**
- **Strategists**
- **Mentors**

6. Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged? PP

Based on the data from the surveys conducted by 129 students:

- **71.3% of students want to attend school everyday.**
- **72.9 % of the students feel school is challenging.**
- **86.0 % of the students feel protected and supported at school.**
- **79.8% of the students feel safe at school.**

. Is there a difference in attendance, discipline, and academic data among varying subgroups of students? **SL**

- **For the 2023 - 2024 school year, the campus has reported 14 referrals. The referrals are from 3rd, 4th and 5th grade. This is an increase from 13 referrals from the 2022 - 2023 school year and an increase from 9 referrals from the 2021 -2022 school year.**
- **Attendance for the 2022 - 2023 school year was 91.1%. Attendance for the 2023 - 2024 school year is 92.8 %.**
- **Attendance increased by 1.7 %.**

8. What is our dropout rate? How do we explain it? Are there ethnic or race group trends?

- According to the attendance department, our school does not have a drop out rate. Students in our age group are required to be in school.

9. Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working? PP

- Out of the 47 students surveyed 100% agree that there are process in place to support them academically, emotionally, and physically.
- 100% agree that the processes are working.
 - Some of these processes are tutoring, A.R.T.E.S./Music Club, Student Council, A.C.E. program, Counseling, C.I.S., Running Club, R.E.A.D.Y. Program, and Cheerleading. The processes are working because they are being implemented with fidelity.

10. Do we provide conflict resolution among students? Is it working to decrease conflict?

- Our Counselor offers counseling daily with individual, group, or guidance lessons (whole groups). Also peer mediations to resolve conflicts. Zones of Regulations is the curriculum she follows from DISD. Bouncy Curriculum as well for lower grades to promoted positive ways of coping. Our Communities in Schools site manager also helps students who may experience difficulties expressing themselves, building positive relationships with others and understanding how to navigate difficult situations/challenges by providing students with the support and skills they need.
- More training/classes are needed to teach students social media responsibility and ways to decrease cyberbullying.

11. How do our parents and community stakeholders describe our school? Do they feel welcomed into the school? D

- According to our parent liaison Mrs. Valenzuela, parents would describe the school as comfortable, friendly, and always open. Parents are made aware of our open door policy as well as advertised events for students that are given in a calendar so they can keep up to date. Weekly activities help foster involvement from parents and it shows we care about our students.

11. What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? PP

- Parent Learning Academy at Todd Middle School to educate parents/guardians about several aspects of student life.
- Bilingual and TELPAS Meeting to provide information on testing and answer questions for parents.
- Access Esperanza Clinics Presentation to inform parents about their services on health care.
- College, Career and Military Readiness Fair for parents and students to explore opportunities after education.
- Walk n Talk Parent Meetings to encourage healthier lifestyles.
- Chuck-e-cheese night to support our library.
- Read Aloud Session to show benefits of reading aloud to children, reading tips and techniques.
- Raising Highly Capable Kids Sessions to show parents alternative ways to ensuring their children's needs are being met on every level.
- Self Defense DISD Police Department Presentation
- Self-Care presented by Behavioral Health Solutions. "Mindfulness promotes emotional regulation, stress reduction and self-care.
- Title 1 Parent meetings where parents can meet other parents, learn about Title 1, view Robotics and Percussion performances.
- DISD Parent and Family Engagement Spring Survey - to gather information on how well the school district communicates with parents.
- Parent and Family Engagement Survey provides feedback from parents letting JPL know how the campus is doing.
- Free Covid tests for parents and DISD students helps reduce amount of sick students at school.
- Literacy night where parents can visit the campus and show support in the importance of reading.
- Dyslexia meetings to ensure parents have support and knowledge offered to them about children with dyslexia.
- STAAR Meetings to educate parents on the dates and details of STAAR testing. These meetings assist parents in ensuring their students arrive for testing well prepared.

Posting weekly attendance averages on social media where parents can see the top attended school and encourage their children to come to school every day so JPL can be #1.

- How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?
- Our parent liaison has several community meetings throughout the year to support our campus and students. She has several topics throughout each semester that engages our parents and provides them insight to great information including STAAR, testing, taxes,

nutrition, special education classes, CCMR updates, how to maintain a great relationship with their children and our campus. Almost all parents have a positive response when it comes to our campus climate survey.

- **Do we create pathways to engage and support the community?**
 - Many pathways are created to bring families into the school or classroom through events such as Meet the Teacher Night, Literacy Nights, Book Character Pumpkin Contest, Career Day, Title One and TELPAS Meetings, Book Fairs, Grandparents Day, Winter Festival, Communities in School of Hidalgo County and It's Time Texas Community Challenge.
 - These events and/or programs give everyone involved in the teaching process (e.g. educators, parents, family members, caregivers, social workers) an opportunity to connect and get on the same page about what happens when their children are in school.
- **What is the level of support from our community? How do we measure participation?**
 - JPL gets certificates for Burger King or Pizza Hut for recognition of honor roll or donations.
 - Use of sign in sheets at events and meetings to track community and parent participation.
- **Do our parents feel their children are safe at school, and on the way to and from school?**
 - Parents are appreciative of class dojo alerts on students safety, safety drills or emergency drills. Parents can at times be upset over not being able to drop off students straight to class in the morning. However, we reassure the parent student will personally be guided to class by staff. We encourage students to become independent especially in getting to know their school so that in case of emergency they are able to find their way. Parent know staff is in every hallway to facilitate student movement from front drop off to class.
- **How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective?**

- Social Media
- School Calendar
- School Website
- Blackboard Messages
- Parent conferences
- Class Dojo
- Literacy Nights
- Notes sent home with students
- Marquee

- There isn't much more we can do to give parents information aside from going to their house. Face to face communication would be the last method that can be used but is unrealistic due to busy schedules and personal lives.
- All these methods of communication are not as effective as we would like, parental involvement is still low within the most at risk students.

- Suggestion: offer video conference option for parents that cannot attend in person. Offer meetings on fb live or log in to attend.
- How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder involvement? PP, ESF 3.1
- We engage all stakeholders with our vision, mission, and goals by announcing them during the morning announcements and present them at the beginning at every campus meeting. For high academic expectations our campus holds parent center meetings, parent trainings, and parent conferences. We also recognize student academic

achievements throughout all our social media. We highlight our campus safe environment by having parents display name tags during pick-up, we utilize the Raptor system to check visitors, and posted a video on our social media showcasing our security guard checking car tags, campus doors, and walkthroughs.

- **Barriers:** School safety reduces the number of visitors allowed on campus. The personal lives of students and their families (work, extracurriculars, religious functions) reduces the availability of parents and stakeholders in events during and after school.
- **How does our school ensure access to information for our non-English speaking families?** **D, PP**
- **Our school ensures access to information for our non-English speaking families by providing most information in English and Spanish. Our school uses several platforms to communicate with our families. It uses Class Dojo, FaceBook, Instagram, Twitter, campus website, Blackboard, and school marquee. Each platform is uploaded with information in English and Spanish. Each platform also has the ability to translate to the users native language. All school notifications provided to the parents are provided in English and Spanish. In addition, school meetings with parents are held in both languages, English and Spanish.**

Perceptions Strengths

- Our parents, students and staff members feel safe and welcomed.
- We have different methods of communication among parents and different activities to bring families into the school.
- We don't have turnover staff.
- 80% of our teachers feel supported by administration
- We have coaches and strategists that mentor/help new and struggling teachers.
- Our students feel there are processes in place to support them academically, emotionally, and physically and they feel these processes are working for them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not get penalized for not following the rules and there has being some issues with social media among upper grade students. **Root Cause:** The misbehaved students do not get effective consequences for their behavior. Plan of action since JPL is a Capturing Kids Heart campus the discipline plan should be followed with fidelity, especially with upper grade students. A course about social media and cyberbullying should be provided for upper grade students.

Problem Statement 2: Teachers do not feel supported by administration **Root Cause:** Teachers feel that they are not being supportive enough. Plan of action administration should provide an end of the year anonymous teacher survey about what needs to be improved in order to make teachers feel one hundred percent supportive.

Problem Statement 3: Mentors/Coaches do not observe all teachers **Root Cause:** Teachers feel that the same teachers are being observed. Plan of action mentors/coaches should

observe all teachers in order to have an effective growth. The observed teachers should get effective feedbacks that will allow them succeed with their lessons.

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 79% to 83 % .





*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 81% to 85%

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2025.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Operating Leases-Teachers Printing Fees - Local (199) - 199.11.6269.00.115.11.0.00 - \$11,991, Library Operating Leases-Librarian Printing Fees - Local (199) - 199.12.6269.00.115.11.0.00 - \$300, Operating Leases for front office-Front Office Printing Fees - Local (199) - 199.23.6269.00.115.99.0.00 - \$2,000, Part Time Tutors - Title I (211) - 211.6125.00.115.24.0.TT - \$8,308, Part Time Tutors - State Comp. (164) - 164.11.6125.00.115.30.0.TT - \$5,831, Title I 1003 ESF Focused Support Grant (211.ES) NIET Services - Title I (211) - 211.ES - \$71,500, UTRG College of Education - Human Development - STEAM - Student Activity Fund (865), AG Awareness Day Field Trip - Student Activity (865) - \$148.50, Author Visit- Polly the Possum - Library Account (898) - \$70</p>				

Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 80% to 100% ,the use of visual stimuli from 80% to 100% and utilization of processing tools from 80% to 100% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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 80% to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Misc. Contracted Services - Title I (211) - 211.13.6299.00.115.24.0.ES - \$71,500		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. ILT's at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Magazine Subscription- Library - Local (199) - 199.12.6325.00.115.11.0.00 - \$300, Library Reading Materials- Library - Local (199) - 199.12.6329.00.115.11.0.00 - \$700, Teacher/ Office Supplies - Local (199) - 199.12.6399.00.115.11.0.00 - \$200, Teacher's /Office Supplies-Office toners Cartridges, Document Camera, Smores, Garden hoses, Tent, Vertical Rack for Butcher paper, Plan4 Learning Fee, etc. - Local (199) - 199.23.6399.00.115.99.0.00 - \$5,000, Teacher's /Office Supplies- Student School supplies - State Comp. (164) - 164.11.6399.00.115.30.0.00, Teacher's /Office Supplies- Teacher's Supplies - Local (199) - 199.11.6399.00.115.11.0.00 - \$1,000, Testing Materials - State Comp. (164) - 164.11.6339.00.115.30.0.00, Teacher's /Office Supplies - Local (199) - 199.11.6399.00.115.11.0.00 - \$1,009, Supplies & Maintenance-Janitorial - Local (199) - 199.51.6315.00.115.99.0.00 - \$4,035, Teacher's /Office Supplies - Bilingual (162) - 162.11.6399.00.115.25.0.00 - \$3,699, Teacher's /Office Supplies - Title III (263) - 263.11.6399.00.115.25.0.000 - \$1,120, Teacher's /Office Supplies - Title I (211) - 211.11.6399.00.115.24.0.00 - \$24,623		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
		N/A			


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
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals. Schools will receive funds based on enrollment as follows: 800+ \$3,000 500-799 \$2,000 250-499 \$1,000 The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. In addition campuses will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks. Strategy's Expected Result/Impact: ARC Meetings every four weeks. An improved district overall ADA from from 90.9 to 92.4 for the 2024-2025 school year. Staff Responsible for Monitoring: District ARC	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
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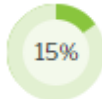




Goal 2: Focus on Family and Community Engagement

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

Summative Evaluation: Some progress made toward meeting Objective

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: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	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: 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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement



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


Evaluation Data Sources: * training invitation

* training sign-in sheets





* training agendas

Summative Evaluation: Some progress made toward meeting Objective

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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy		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
		N/A			



Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they deteremine for the poverty eligibiliy criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			



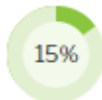
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Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 J.P Le Noir 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: J.P. LeNoir Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.6, 4.2 - 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 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: J.P. LeNoir Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 6 Details	Reviews			
Strategy 6: J. P. LeNoir Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
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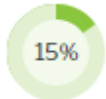




Goal 3: Focus On Operational Excellence

Performance Objective 2: JP LeNoir 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: J.P. LeNoir Elementary custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Supplies and Maintenance Janitorial - Local (199) - 199.51.6315.00.115.99.0.00 - \$1,935, Misc. Contracted Services - Local (199) - 199.51.6299.00.115.99.0.00 - \$2,100		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: J.P. LeNoir Elementary child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing		Formative			Summative
		Sept	Dec	Mar	June
					


Strategy 3 Details	Reviews			
Strategy 3: J.P. LeNoir Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: J.P. LeNoir Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 J P. Le Noir Discovery Intermediate Academy 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Regional Edu. Services - Title II Teacher/Principal (255) - 255.13.6239.00.115.24.0.00 - \$559, Travel Employee - Title II Teacher/Principal (255) - 255.13.6411.00.115.24.0..00 - \$600, Region One - Title I (211) - 211.13.6239.00.115.24.0.00 - \$200, TNT Literacy - Title II Teacher/Principal (255) - 255.13.6299.00.115.24.0.00 - \$1,000, TAHPERD P.E. Coach- Registration Fee - Title IV (289) - 289.13.6299.00.115.11.0.00 - \$190, TAHPERD P.E. Coach- Travel - Title IV (289) - 289.13.6411.00.115.11.0.00 - \$1,170.05, Travel Student - Student Activity Fund (865) - 865.00.2190.00.115.00.0.00 - \$1,000, Travel Staff - Faculty Account (897) - 897.00.2190.01.115.00.0.00 - \$500, TAHPERD P.E. Coach - Membership Fee - Local (199) - \$70</p>				


Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: 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: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Awards & Incentive- Staff Awards - Local (199) - 199.23.6498.00.115.99.0.00 - \$6,000, Student Funds-Incentive - Student Activity Fund (865) - 865.002190.00.115.00.0.00 - \$2,000, Awards & Incentive-Student - Local (199) - 199.11.6498.00.115.11.0.00 - \$4,500, Staff Funds-Incentive - Faculty Account (897) - 897.00.2190.01.115.00.0.00 - \$200, - Coke Activity Account (899) - 899.00.2190.00.115.00.0.00 - \$300, library Funds- Awards & Incentive - Library Account (898) - 898.00.2190.00.115.00.0.00 - \$1,000, Misc Operating Expenses - Title I (211) - 211.61.6499.00.115.24.0.00 - \$200	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


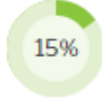
Goal 4: Focus On Employees And Organizational Excellence


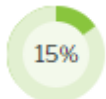
Performance Objective 2: 4.2 J. P Le Noir Discovery Intermediate Academy will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).



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


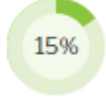




Summative Evaluation: Some progress made toward meeting Objective

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 ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2024 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p>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.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Misc. Operating Expenses- Clothing - Title I (211) - 211.32.6499.00.115.24.0.00 - \$300</p>	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 6 Details		Reviews			
Strategy 6: 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). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Professional Svices - Title I (211) - 211.33.6219.00.115.24.0.00 - \$50		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: 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: 2.4, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	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 J. P. Le Noir Discovery Intermediate Academy based on the 5-year Strategic Plan.







Evaluation Data Sources: C.N.A.
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: J. P. Le Noir Discovery Intermediate Academy will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: J. P. Le Noir Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: J.P. Le Noir 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. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	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
Paraprofessional	Mariela Domiter	
Administrator	Noemi Jackson	
Administrator	Karen Nieto	
Classroom Teacher	Eunice Gonzalez	
Classroom Teacher	Erika Quintanilla	
Classroom Teacher	Diana Reyes	
Classroom Teacher	Cindy Gonzalez	Teacher

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies	162.11.6399.00.115.25.0.00	\$3,699.00
Sub-Total					\$3,699.00
Budgeted Fund Source Amount					\$3,699.00
+/- Difference					\$0.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part Time Tutors	164.11.6125.00.115.30.0.TT	\$5,831.00
1	1	4	Testing Materials	164.11.6339.00.115.30.0.00	\$0.00
1	1	4	Teacher's /Office Supplies- Student School supplies	164.11.6399.00.115.30.0.00	\$0.00
Sub-Total					\$5,831.00
Budgeted Fund Source Amount					\$5,831.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Operating Leases for front office-Front Office Printing Fees	199.23.6269.00.115.99.0.00	\$2,000.00
1	1	1	Library Operating Leases-Librarian Printing Fees	199.12.6269.00.115.11.0.00	\$300.00
1	1	1	Operating Leases-Teachers Printing Fees	199.11.6269.00.115.11.0.00	\$11,991.00
1	1	4	Teacher's /Office Supplies- Teacher's Supplies	199.11.6399.00.115.11.0.00	\$1,000.00
1	1	4	Teacher/ Office Supplies	199.12.6399.00.115.11.0.00	\$200.00
1	1	4	Supplies & Maintenance-Janitorial	199.51.6315.00.115.99.0.00	\$4,035.00
1	1	4	Magazine Subscription- Library	199.12.6325.00.115.11.0.00	\$300.00
1	1	4	Teacher's /Office Supplies-Office toners Cartridges, Document Camera, Smores, Garden hoses, Tent, Vertical Rack for Butcher paper, Plan4 Learning Fee, etc.	199.23.6399.00.115.99.0.00	\$5,000.00
1	1	4	Library Reading Materials- Library	199.12.6329.00.115.11.0.00	\$700.00
1	1	4	Teacher's /Office Supplies	199.11.6399.00.115.11.0.00	\$1,009.00
3	2	1	Supplies and Maintenance Janitorial	199.51.6315.00.115.99.0.00	\$1,935.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Misc. Contracted Services	199.51.6299.00.115.99.0.00	\$2,100.00
4	1	1	TAHPERD P.E. Coach - Membership Fee		\$70.00
4	1	3	Awards & Incentive-Student	199.11.6498.00.115.11.0.00	\$4,500.00
4	1	3	Awards & Incentive- Staff Awards	199.23.6498.00.115.99.0.00	\$6,000.00
Sub-Total					\$41,140.00
Budgeted Fund Source Amount					\$41,070.00
+/- Difference					-\$70.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part Time Tutors	211.6125.00.115.24.0.TT	\$8,308.00
1	1	1	Title I 1003 ESF Focused Support Grant (211.ES) NIET Services	211.ES	\$71,500.00
1	1	3	Misc. Contracted Services	211.13.6299.00.115.24.0.ES	\$71,500.00
1	1	4	Teacher's /Office Supplies	211.11.6399.00.115.24.0.ES	\$24,623.00
4	1	1	Region One	211.13.6239.00.115.24.0.00	\$200.00
4	1	3	Misc Operating Expenses	211.61.6499.00.115.24.0.00	\$200.00
4	2	5	Misc. Operating Expenses- Clothing	211.32.6499.00.115.24.0.00	\$300.00
4	2	6	Professional Srvices	211.33.6219.00.115.24.0.00	\$50.00
Sub-Total					\$176,681.00
Budgeted Fund Source Amount					\$176,681.00
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Regional Edu. Services	255.13.6239.00.115.24.0.00	\$559.00
4	1	1	TNT Literacy	255.13.6299.00.115.24.0.00	\$1,000.00
4	1	1	Travel Employee	255.13.6411.00.115.24.0..00	\$600.00
Sub-Total					\$2,159.00
Budgeted Fund Source Amount					\$2,159.00
+/- Difference					\$0.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies	263.11.6399.00.115.25.0.000	\$1,120.00
Sub-Total					\$1,120.00
Budgeted Fund Source Amount					\$1,120.00
+/- Difference					\$0.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AG Awareness Day Field Trip		\$148.50
Sub-Total					\$148.50
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$148.50
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		899.00.2190.00.115.00.0.00	\$300.00
Sub-Total					\$300.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$0.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Staff	897.00.2190.01.115.00.0.00	\$500.00
4	1	3	Staff Funds-Incentive	897.00.2190.01.115.00.0.00	\$200.00
Sub-Total					\$700.00
Budgeted Fund Source Amount					\$700.00
+/- Difference					\$0.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Author Visit- Polly the Possum		\$70.00
4	1	3	library Funds- Awards & Incentive	898.00.2190.00.115.00.0.00	\$1,000.00
Sub-Total					\$1,070.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$70.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	TAHPERD P.E. Coach- Travel	289.13.6411.00.115.11.0.00	\$1,170.05
4	1	1	TAHPERD P.E. Coach- Registration Fee	289.13.6299.00.115.11.0.00	\$190.00
Sub-Total					\$1,360.05
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$439.95
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	UTRG College of Education - Human Development - STEAM		\$0.00
4	1	1	Travel Student	865.00.2190.00.115.00.0.00	\$1,000.00
4	1	3	Student Funds-Incentive	865.002190.00.115.00.0.00	\$2,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$237,360.00
Grand Total Spent					\$237,208.55
+/- Difference					\$151.45

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

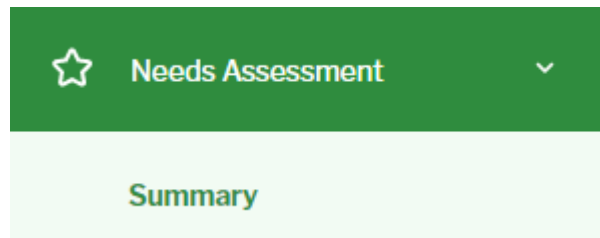
CONT.

- 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.;

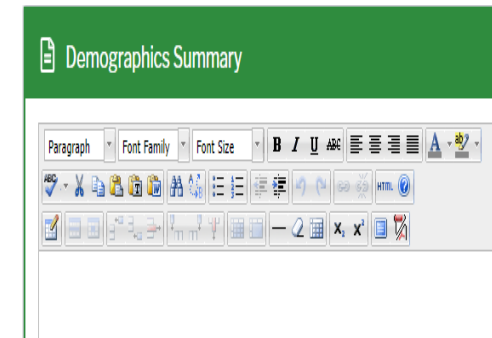


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

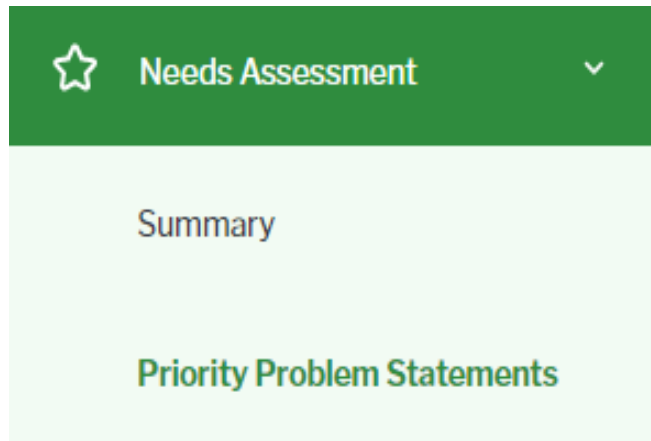


Demographics
Student Learning
School Processes & Programs
Perceptions



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

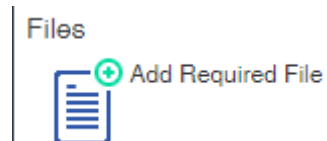


- Click on #3 CNA Documentation

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



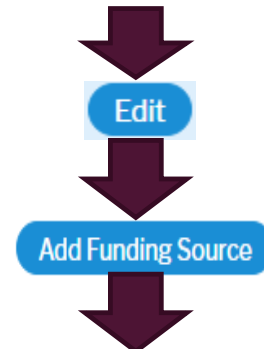
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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;

