Donna Independent School District

D. Singleterry Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Singleterry Elementary 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.

Vision

The vision of Singleterry Elementary is to be a bold campus at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state and nation.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

J.W. Caceres Discovery Intermediate Academy is a magnet school that attracts students and parents because of our positive campus climate and discovery programs. With this in mind, our campus is in great need of funding for our discovery programs (agriculture, Jr. FFA, art, music, robotics, and coding). Unfortunately, our discovery teachers are not provided with a budget or funds to purchase supplies. Although our campus has set up fundraising opportunities for our discovery programs, the monies collected are not enough. Therefore, our teachers are having to supplement out of their own pockets. In addition, our art and coding program lacks a strong curriculum and resources provided by the district. At the moment, our campus art and coding teachers are having to purchase their own curriculum, supplies, and resources.

Although J.W. Caceres has continued to strive to build a strong sense of community; we continue to be in great need of parental involvement. In the past, we have shown greater turnout when our parental involvement meetings incorporate incentives such as loteria, door prizes, snacks, etc. But, unfortunately, our campus and parental liaison lack the funding to continue incentivizing parents. Having an increase in parental involvement would in turn promote better academic achievement, lessen behavior incidents, and build self-sufficient students.

For the past three academic years, our student enrollment has slowly declined. In the 2021-2022 academic school year our campus became a magnet school housing only 3-5 grade students. This revamp was an innovative idea from the district in hopes of drawing more student enrollment. Although we are an open enrollment campus, our enrollment numbers have been suffering. Therefore, our campus is in need of greater advertisement and marketing to our community to showcase what we offer and entice more student enrollment.

Since the majority of our student population is economically disadvantaged our J.W.C families need the continued support of the district by continuing to provide all student supplies. In addition, our campus is also in need for the district to continue funding for afterschool tutorials as it has shown tremendous growth in our students' academics. Lastly, our campus has seen a great influx in newly identified SPED students. Therefore, the addition of a new inclusion/resource teacher would greatly benefit our campus by providing support to our inclusion students.

Demographics Strengths

1. Discovery Programs
2. Highly qualified teachers
3. School Spirit

4. Ready Program
5. Incentives for students (Afternoon of Fun, Slime, Glow Parties, Turkey Trot, etc.)
6. Teacher planning time

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low Parental Involvement   **Root Cause:** Lack of parental involvement within the campus and during meetings and funding to assist with PI.

Problem Statement 2: Budget/fundraising for all special programs   **Root Cause:** Not enough funding for all special programs.

Problem Statement 3: Teacher vs. student events (kickball, volleyball, etc.)   **Root Cause:** Not enough staff for coverage for extracurricular events.

Problem Statement 4: School Marketing needs to be boosted.   **Root Cause:** Not enough manpower/time to cover school marketing in house.

Student Learning

Student Learning Summary

J. W. Cáceres Discovery Intermediate Academy continues to offer a challenging academic environment for all students. Despite dealing with the post COVID pandemic/learning loss and students struggling below/well below grade level in reading, the time allotted to teaching is well utilized at our campus and schedules are flexible and may change throughout the year depending on students' needs. Switching to Team Teaching in 3rd and 4th Grade has assisted with providing more instructional time in core content areas. We continue to offer a 60 min Intervention Block/PowerHour to assist struggling students and meet HB1416. Teachers continuously communicate with administration on the curricular needs of all students. Campus and district work together towards the same goal, student growth and success.

Although all classrooms are equipped with updated materials that address the new TEKS, STAAR material still is of great need to help supplement tested areas, especially in RLA with the redesign (Grammar/Writing) and the upcoming Science TEKS. Supplemental materials in all core areas such as Sharon Wells and STAAR workbooks for all students are essential in order to close gaps caused by the pandemic for all student populations. Supplemental instructional support such as a 5th Grade TA will also assist teachers to help close the gap, by working with small groups of students. Students' progress noted this year can be attributed to teachers providing tutorials after school and during the 60 Min Intervention/Power Hour block, as well as support from their TAs (SpED Resource/Inclusion, Grades 3-4). In order for this to continue in the 2024-2025 school year funding will be needed even more so than before to address the gaps and learning loss, especially with students who are reading below/well below grade level (2+ years below). Professional development in the areas of Bilingual/GT/Technology/Content is needed by all staff in order to ensure these populations of students meet their potential as well. Hands-on opportunities for students to engage in higher learning is vital to continue to challenge them. Resources that address STEAM activities could be used to reinforce learning and motivate students to learn.

Student Learning Strengths

-Teachers collaborate through PLCs and through Content Area (vertical with ILT)
-Technology (one to one device)
-Teacher communication with parents (ClassDojo, Google Voice)
-Think UP and ReadyTX
-Kami
-After school tutorials provided by campus teachers (ESSER)
-Securly

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of training in Bilingual/GT/Technology/Content (Core) for all campus staff.   **Root Cause:** Minimum budget/funding and/or support from the district.

Problem Statement 2: Tutorials rely heavily on funding for after-school tutorials to be provided by campus staff/teachers   **Root Cause:** Minimum budget/funding.

Problem Statement 3: JWC relies heavily on funding to purchase additional resources for STAAR (English and Spanish), as well as hands-on materials to enhance student learning for instruction, intervention, and tutorials.   **Root Cause:** Minimum budget/funding.

Problem Statement 4: An additional instructional aide to assist in providing services for our Special Education Inclusion program and in 5th grade is needed to assist with student

success.   **Root Cause:** JWC does not have enough instructional aides for SpED Inclusion nor in 5th grade level for being an intermediate campus.

Problem Statement 5: Sharon Wells/Focus Math curriculum is needed to revamp the Math program due to a trend in struggling student achievement.   **Root Cause:** Minimum budget/funding.

Problem Statement 6: Because the district does not provide software that assists in editing PDFs, the program Kami is needed in order for students/teachers to edit and share their responses.   **Root Cause:** Minimum budget/funding.

Problem Statement 7: Because the district does not provide software that assists in monitoring student device usage, Securly is needed to assist with aggressive and active monitoring.   **Root Cause:** Minimum budget/funding.

Problem Statement 8: Handwriting workbooks to ensure students continue to practice penmanship.   **Root Cause:** Students' penmanship is very poor.

School Processes & Programs

School Processes & Programs Summary

As our second year as an intermediate campus comes to an end, we see the both our strengths and needs of our campus with greater clarity. The campus has and continues to overcome educational gaps left as a result of the pandemic in 4th Grade, as well as those students who are below or well below grade level. In order to continue to move forward, the campus has identified needs which include professional development inclusive of the new testing format/TEKS and strategies in reading, math, and science throughout the school year and not just at BOY or during STAAR Camps. Funding for our Discovery programs and competitions. Parental involvement during academic and social events has been minimal and needs to continue to be promoted and encouraged at all levels. Overall this has been a very productive year, and we have seen a big difference from last year as we continue to strive for success.

School Processes & Programs Strengths

- Data Meetings
- Coaching
- GL Meetings/Content Area Meetings
- District Curriculum on Sharepoint
- Campus Supplemental Activities on Google Drive
- Flexible Campus Curriculum Timelines
- Minimal Staff Turnaround
- Teacher Attendance
- ILT

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Budget/fundraising for all special programs   **Root Cause:** Not enough funding for all special programs.

Problem Statement 2: Research-based PD is needed across all content areas.   **Root Cause:** There is a lack of Research-based PD across all content areas.

Problem Statement 3: Low Parental Involvement   **Root Cause:** Lack of parental involvement within the campus and during meetings and funding to assist with PI.

Perceptions

Perceptions Summary

JWC is a good and positive place to work at. Staff feels a sense of belonging and support from the administrative team is good and all strive for academic success. JWC needs to market our school to allow for enrollment growth, we know about the great things happening; however, we lack in showcasing it. Teachers want to work here and feel comfortable. A need at our campus is that teachers feel they need more support when it comes to student discipline, as the campus was left without an AP for half the school year. Students also feel a sense of belonging and that a teacher will come to their help when needed, but some students feel they need to be challenged more academically and emotionally. The learning environment is great, and our behavior incidents have decreased from last school year; however, there is a need to lessen behavior interruptions and a system to when the prinicpal is not in the office. Parents feel welcomed when they come to JWC, but we need to create more opportunities for parents to participate in.

Perceptions Strengths

● Positive atmosphere

● District Strategist

● Administrative Leadership

● SEL Classes

● Communities in Schools

● Team Support

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low Parental Involvement   **Root Cause:** Lack of parental involvement within the campus and during meetings and funding to assist with PI.

Problem Statement 2: School Marketing needs to be boosted.   **Root Cause:** Not enough manpower/time to cover school marketing in house.

Problem Statement 3: Discipline Support/No AP   **Root Cause:** The discipline system needs to be used consistently by all staff members to ensure success as well as admin.

Priority Problem Statements

Goals

Goal 1: Focus On Student Success

Performance Objective 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 12% to 30%
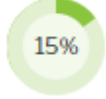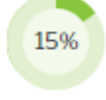*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 7% to 30%

High Priority

HB3 Goal

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

Strategy 1 Details			Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
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. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 49% to 85% by May 23, 2025. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** -F Accountability e-Learning Bundles - State Comp. (164) - Region One Funded - $1,875			15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 25% to 90% ,the use of visual stimuli from 25% to 100% and utilization of processing tools from 25% to 80% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** SCHOOL SUPPLIES - Title I (211) - $7,756, SCHOOL SUPPLIES - Title I (211) - $1,706.14, SUPPLIES - Local (199) - $430.84, STUDENT SUPPLIES - Title I (211) - $334.04, USB CHARGERS FOR STUDENT LAPTOPS - Title I (211) - $3,595, LIBRARY BOOKS - Local (199) - $1,317.98	15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 33% to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Staff Responsible for Monitoring:** Campus Administration, Campus ILT **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 50% to 100% protocol implementation based on observation tracker and biweekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement. **Staff Responsible for Monitoring:** District administration, campus administration, counselors, and teachers.	15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic achievement. **Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	15%			

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 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 (ARC) that will review the ADA and determine if the school has met the goal. In addition, campuses will establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks. **Strategy's Expected Result/Impact:** ARC meetings every 4 weeks; an improved overall district ADA from: 90.9% to a 92.4% for the 2024-2025 school year 94.4% goal for the 2025-2026 school year 96.4% goal for the 2026-2027 school year **Staff Responsible for Monitoring:** District & Campus ARC	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1, 4.2	**Sept** 10%	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1, 4.2 **Funding Sources:** COOKIES FOR NCDV MEETING - Title I (211) - $95.76	**Sept** 15%	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration **Title I:** 4.2	15%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Focus on Family and Community Engagement

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

    Evaluation Data Sources: * training invitation
    * training sign-in sheets
    * training agendas
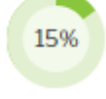
Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**

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:
    4.2
	Sept	Dec	Mar	June

	20%			

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**

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:
    4.2
	Sept	Dec	Mar	June

	20%			

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.)	**Formative**			**Summative**

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:
    4.2
	Sept	Dec	Mar	June

	20%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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.
	10%			

Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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.
	10%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Focus On Operational Excellence

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

Strategy 1 Details	Reviews			

Strategy 1: D. Singleterry 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.
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	10%			

Strategy 2 Details	Reviews			

Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.
  Strategy's Expected Result/Impact: Compare survey and work orders.
  Staff Responsible for Monitoring: Campus administration.
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	20%			

Strategy 3 Details	Reviews			

Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.
  Strategy's Expected Result/Impact: Prioritization of campus needs.
  Staff Responsible for Monitoring: Campus administration.
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	20%			

Strategy 4 Details	Reviews			

Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.
  Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.
  Staff Responsible for Monitoring: Campus administration.
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	15%			

Strategy 5 Details	Reviews			
Strategy 5: D. Singleterry Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration	20%			

Strategy 6 Details	Reviews			
Strategy 6: D. Singleterry Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** SNACKS FOR BTS DANCE - Student Activity (865) - $897, SWEETBREAD GRANDPARENTS DAY - Student Activity (865) - $152, STORAGE BINS - Student Activity (865) - $63.84, CANDY - Student Activity (865) - $484.73, P. E Supplies Soccer Items/Mats/Towels - Local (199) - $1,115, COFFEE AND COOKIES - Faculty Account (897) - $167.82, HALLOWEEN CANDIES - Student Activity (865) - $262.08, SPEAKER - Student Activity (865) - $199, FOLDING MULTI CAPACITY TRUCK - Local (199) - $59.98 , WALL FILES - Local (199) - $401.40, CANDY - Student Activity (865) - $904.84	20%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Focus On Operational Excellence

Performance Objective 2: D. Singleterry Elementary will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: D. Singleterry Elementary's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. **Strategy's Expected Result/Impact:** Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	20%			

Strategy 2 Details	Reviews			
Strategy 2: D. Singleterry's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. **Strategy's Expected Result/Impact:** Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	25%			

Strategy 3 Details	Reviews			
Strategy 3: D. Singleterry 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	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	20%			

Strategy 4 Details	Reviews			
Strategy 4: D. Singleterry 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	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: D. Singleterry Elementary will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.
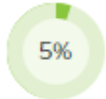
Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	5%			

Strategy 2 Details	Reviews			
Strategy 2: Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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 **ESF Levers:** Lever 3: Positive School Culture	25%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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 **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** SWEET BREAD - Coke Activity Account (899) - $45	20%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 4: Focus On Employees And Organizational Excellence
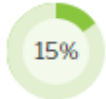
Performance Objective 2: D. Singleterry Elementary will provide opportunities to build students' and staff's social and emotional capacity (Organizational / Students / Staff).

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

Strategy 1 Details	Reviews			
Strategy 1: 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).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	20%			

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.	Formative			Summative
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Staff Responsible for Monitoring:** Campus Administration, Counselor, CLPAC, Nurse, PE Coach **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	Formative			Summative
	Sept	**Dec**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Campus Administration, Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	20%			

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	5%			

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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). **Staff Responsible for Monitoring:** Campus Administration, Counselor, CLPAC, PBIS Team, Nurse **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Clothing Vouchers Title 1 (Counseling Dept. Referrals) - Title I (211) - $1,000	15%			

Strategy 6 Details	**Reviews**			
Strategy 6: Campus will 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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.	10%			

Strategy 7 Details	**Reviews**			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Clothing Vouchers - Title I (211)	15%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Counselor, Parent Involvement Liaison **ESF Levers:** Lever 3: Positive School Culture	10%			

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
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	20%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Focus On Financial Stewardship
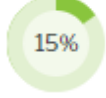
Performance Objective 1: Create a comprehensive needs assessment in order to prioritize resources equitably based for D. Singleterry Elementary based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

Strategy 1 Details		Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 5: Focus On Financial Stewardship

Performance Objective 2: D. Singleterry Elementary will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details		Reviews			
Strategy 1: D. Singleterry Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Faculty & Staff Jerseys - Local (199)		20%			

Strategy 2 Details		Reviews			
Strategy 2: D. Singleterry Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, CLPAC, Secretary **Funding Sources:** EOY Certificates and Medallions - Local (199)		15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

2024-2025 Needs Assessment Team

Committee Role	Name	Position
Paraprofessional	Maria F. Valenzuela	
Administrator	Melissa Schmutz	
Administrator	Christopher Park	

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Laura Zarazua	Teacher
Classroom Teacher	Ruth Nino	Teacher
Classroom Teacher	Erika Estrada	Teacher
Classroom Teacher	Rosa Martinez	Teacher
Classroom Teacher	Eliza Silva	Teacher
Classroom Teacher	Lori Martinez	Teacher
Head Start	Natalia Salas	Head Start Director
Counseling	Magda Trevino	Counselor
Office Staff	Marlina Garza	Secretary
Health Services	Melissa Ortega	LVN
Classroom Teacher	Eine Dominguez	Teacher
Classroom Teacher	Joel Pena	Teacher
Classroom Teacher	Fernando Zepeda	Teacher
Non-classroom Professional	Esther Quintanilla	Librarian
Paraprofessional	Rachel Reyes	Paraprofessional
Classroom Teacher	Mark Cavazos	Teacher
Administrator	Leslie Castro	Assistant Principal
Paraprofessional	Maria F. Valenzuela	Parent Educator
Administrator	Sara Perez	Principal

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">Bilingual (162)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$9,747.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$9,747.00</td></tr>
<tr><td colspan="6" align="center">State Comp. (164)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>-F Accountability e-Learning Bundles</td><td>Region One Funded</td><td>$1,875.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$1,875.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$9,240.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$7,365.00</td></tr>
<tr><td colspan="6" align="center">Local (199)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>SUPPLIES</td><td></td><td>$430.84</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>LIBRARY BOOKS</td><td></td><td>$1,317.98</td></tr>
<tr><td>3</td><td>1</td><td>6</td><td>WALL FILES</td><td></td><td>$401.40</td></tr>
<tr><td>3</td><td>1</td><td>6</td><td>P. E Supplies Soccer Items/Mats/Towels</td><td></td><td>$1,115.00</td></tr>
<tr><td>3</td><td>1</td><td>6</td><td>FOLDING MULTI CAPACITY TRUCK</td><td></td><td>$59.98</td></tr>
<tr><td>5</td><td>2</td><td>1</td><td>Faculty & Staff Jerseys</td><td></td><td>$0.00</td></tr>
<tr><td>5</td><td>2</td><td>2</td><td>EOY Certificates and Medallions</td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$3,325.20</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$42,630.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$39,304.80</td></tr>
<tr><td colspan="6" align="center">Title I (211)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>USB CHARGERS FOR STUDENT LAPTOPS</td><td></td><td>$3,595.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>SCHOOL SUPPLIES</td><td></td><td>$7,756.00</td></tr>
</table>

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCHOOL SUPPLIES		$1,706.14
1	1	2	STUDENT SUPPLIES		$334.04
2	1	2	COOKIES FOR NCDV MEETING		$95.76
4	2	5	Clothing Vouchers Title 1 (Counseling Dept. Referrals)		$1,000.00
4	2	7	Clothing Vouchers		$0.00
				Sub-Total	$14,486.94
				Budgeted Fund Source Amount	$15,210.00
				+/- Difference	$723.06

Title II Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,590.00
				+/- Difference	$4,590.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,824.00
				+/- Difference	$2,824.00

Student Activity (865)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6	STORAGE BINS		$63.84
3	1	6	SPEAKER		$199.00
3	1	6	CANDY		$904.84
3	1	6	SWEETBREAD GRANDPARENTS DAY		$152.00
3	1	6	CANDY		$484.73
3	1	6	HALLOWEEN CANDIES		$262.08
3	1	6	SNACKS FOR BTS DANCE		$897.00
				Sub-Total	$2,963.49

Student Activity (865)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$12,000.00
				+/- Difference	$9,036.51

Coke Activity Account (899)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	SWEET BREAD		$45.00
				Sub-Total	$45.00
				Budgeted Fund Source Amount	$50.00
				+/- Difference	$5.00

Faculty Account (897)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6	COFFEE AND COOKIES		$167.82
				Sub-Total	$167.82
				Budgeted Fund Source Amount	$168.00
				+/- Difference	$0.18

Title IV (289)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,040.00
				+/- Difference	$2,040.00
				Grand Total Budgeted	$98,499.00
				Grand Total Spent	$22,863.45
				+/- Difference	$75,635.55

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 atravées 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;

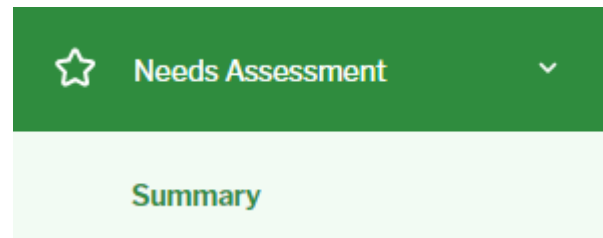| FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	• At-Risk by Category • Attendance • College, Career, and Military Readiness (CCMR)	• College/University/Dual Credit/Advanced Placement • Enrollment • Course/Class Assignments • Enrollment • Ethnicity • Gender	• Mobility/Stability • Rates of Graduation, Completion, and Dropouts • Special Program Participation • Teacher-Student Ratios
Student Achievement	• Advanced Course/Dual Enrollment Data • College, Career and Military Readiness (CCMR) • College Entrance Exams • Course/Class Assignments • Course/Class Grades	• 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)	• 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	• Classroom and School Walk through Data • Feedback Data • Focus Groups	• Interviews • Parent Conferences or Meetings • Questionnaires	• Student Discipline Data (including Disproportionality) • Surveys
Staff Quality, Recruitment and Retention	• Course/Class Completions, Grades, and Other Data • Paraprofessional and Other Staff Qualifications • Professional Development Data	• 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.)	• 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
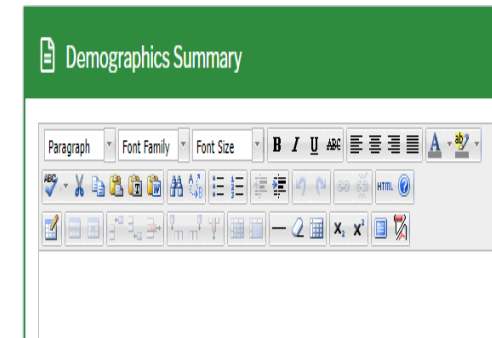
CONT.

- Enter problem statement and root cause

CONT.

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

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

- Make sure it says Title I Crate

Sign In

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

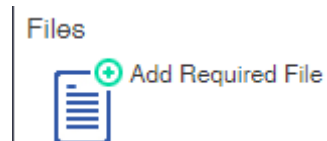| ⊟ **M**	**End of the Year Documents**

- 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

Files

📄⊕ Add Required File

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 1)

- 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?

Instructional Time

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?

COMMUNITY PARTNERS IN EDUCATION

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?

Instructional Coaching

PROFESSIONAL DEVELOPMENT

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?)

⊖ **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

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

Edit

Add Funding Source
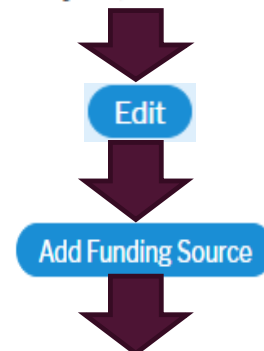
Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code	$ 117,544

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;