

Donna Independent School District
J.S. Adame Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

The mission of Julian S. Adame Elementary is to attain success, achieve superior standards, and maintain high expectations that will empower our students.

Vision

Vision: The District is unified in its commitment to work together to develop successful learners able to compete in a global community

Vision: At Julian S. Adame we stand United, providing the finest education to ensure the success of all students, instilling a strong foundation for the leaders of tomorrow.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce

Provide a vertically aligned rigorous curriculum (PK-16).

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

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

2. We believe that educators have the most powerful impact on student achievement.

Attract and retain highly qualified staff.

Provide ongoing targeted staff development.

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

3. We believe that educational equity and excellence will eliminate the achievement gap.

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

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

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

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment.

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

Provide security measures at all campuses to establish a learning climate of mutual respect.

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

5. We believe that our school district must be a model for sound fiscal responsibility and integrity.

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

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

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

6. We believe that engaged parents and guardians impact a student's academic and personal development.

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

Accommodate parents' work schedules when creating parent involvement opportunities.

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

7. We believe that a supportive community is fundamental to achieving and sustaining our success.

Involve community members by inviting them to serve on school and district committees.

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

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

8. We believe that communication, collaboration, and coordination at all levels are essential to district success.

Work as unified team to find solutions to the district's most pressing issues.

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

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

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	12
School Processes & Programs	19
Perceptions	27
Priority Problem Statements	30
Comprehensive Needs Assessment Data Documentation	31
Goals	33
Goal 1: Focus On Student Success	33
Goal 2: Focus on Family and Community Engagement	37
Goal 3: Focus On Operational Excellence	41
Goal 4: Focus On Employees And Organizational Excellence	45
Goal 5: Focus On Financial Stewardship	51
Title I	53
1.1: Comprehensive Needs Assessment	53
2.1: Campus Improvement Plan developed with appropriate stakeholders	53
2.2: Regular monitoring and revision	53
2.3: Available to parents and community in an understandable format and language	53
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	53
4.1: Develop and distribute Parent and Family Engagement Policy	54
4.2: Offer flexible number of parent involvement meetings	54
5.1: Determine which students will be served by following local policy	54
2024-2025 Campus Site-Based Committee	55
Campus Funding Summary	56
Addendums	59

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

1. What do enrollment numbers indicate?

As per PEIMS report and fall submission snapshot, there are a total of 559 students at J. S. Adame for the 2023-2024 school year. The enrollment has decreased over time as data shown in previous years:

2020-2021 - 695 students

2021-2022 - 616 students

2022-2023 - 600 students

2023-2024 - 559 students

2. What is the breakdown by ethnicity, gender, or category?

In the 2023-2024 school year, J. S. Adame Elementary breakdown is as follow:

Ethnicity:

Hispanic/Latino - 559 students

Gender:

Female - 303

Male - 256

3. How has enrollment changed over the past 3 years?

2022-2023 school year; J. S. Adame Elementary had a decrease in the student population of a total of 79 students.

2020-2021: (533-695) there was an increase of 162 students

2021-2022: (695-616) there was a decrease of 79 students

2022-2023: (616-600) there was a decrease of 16 students

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or another category? Are we underrepresented in certain groups? Why?

In 2023-2024, J. S. Adame elementary currently served:

- Special Education Program: 87 students
- Bilingual Program: 376 students
- GT Program: 37 students
- MIG Program: 24 students

5. What is the data for special programs over time?

In the 2023-2024 school year, there are 376 students served under the bilingual education department. There was a decrease of 12 students being served through the GT program and the special education program decreased by 16 students.

6. What does the data reflect regarding students who exit the special programs? How many? Who are they? What trend or pattern do we see?

There are no bilingual students exited from the bilingual program. LPAC committee will decide, monitor, and make the decision on to exit bilingual students next school year.

7. What are our at-risk students? What is their at-risk category?

Based on data collected from TSDS PEIMS, x students are considered at-risk.

Staff members	Gender	Ethnicity
38 Teachers	31 females/7 males	Hispanic
19 Paraprofessionals	16 females/3 males	Hispanic
1 Nurse	Female	Hispanic
1 Counselor	Female	Hispanic
1 Librarian	Female	Hispanic
2 administrators	Females	Hispanic
Support professionals	7 females	Hispanic

By years of experience:

Years of experience:	Number of Teachers
0 years	0
1-5 years	8
6-10 years	6
11-20 years	16
Over 20 years	9

8. Who are our migrant students?

During the 2022-2023 school year, J. S. Adame elementary served 24 migrant students in grades PK3 - 5th grade.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?

The mobility rate during the 2022-2023 school year was at a count of 8 students (25 %).

10. What area of the community do these students come from?

The student population of J. S. Adame derives from rural areas around the school community.

11. What are the staff demographics?

Based on the 2022-2023 Texas Academic Performance Report, there are a total of 71 staff members. They are as follows:

Staff members	Gender	Ethnicity
38 Teachers	31 females/7 males	Hispanic
19 Paraprofessionals	16 females/3 males	Hispanic
1 Nurse	Female	Hispanic
1 Counselor	Female	Hispanic
1 Librarian	Female	Hispanic
2 administrators	Females	Hispanic
Support professionals	7 females	Hispanic

By years of experience:

Years of experience:	Number of Teachers
0 years	0
1-5 years	8
6-10 years	6
11-20 years	16
Over 20 years	9

12. What is the teacher/student ratio? How do these ratios compare to performance?

Based on the 2022-2023 Texas Academic Performance Report, the teacher/student ratio is at an average of 20/1.

Category	Teacher/Staff Members
402 Bilingual students	Bil. Certified teachers 27
43 GT students	GT trained teachers 27
24 Migrant Students	1 migrant tutor
60 Special education students (Inclusion, Speech, and life skills)	3 special education teachers

There are enough certified/trained teachers to meet the needs of the students on campus. Overall, the ratio is sufficient to allow students to meet their learning objectives in every subject

13. What are the teacher qualifications, degrees, and certifications?

The qualifications, degrees, and certifications are as follows:

Degrees:

Degrees/Number of teachers	Number of Teachers
Bachelor	38 Teachers
Masters	10 Teachers
Doctoral	0 Teachers

Certifications:

Certifications/Number of teachers	Number of Teachers
Bilingual	26 Teachers
ESL	4 Teachers
GT	1 Teachers
Special Education	3 Teachers

Paraprofessionals:

Total of 19 paraprofessionals are certified through SBEC or through college credit hours to serve as educational aides in the classrooms.

14. What does the general data reflect regarding teacher quality on the campus?

The data reflects that there are enough qualified teachers at J.S. Adame Elementary to meet the needs of all students enrolled in the school.

Demographics Strengths:

Majority of teachers are GT trained/certified.

- Most teachers have between 11 to 20 years of experience or more
- Students are being transitioned at an early grade level in order to meet the early-exit bilingual criteria.

Problem statements Identifying Demographics Needs:

- Additional reading and math tutors are needed to target special student populations (i.e., ELs, GT, Migrant, and SPED).

15. What does the general data reflect regarding teacher quality on the campus?

The data reflects that there are qualified teachers at J.S. Adame Elementary to meet and service the needs of all students enrolled on campus.

Demographics Strengths

Strengths:

- 100% of teachers on campus are certified to teach their level of instruction
- 78% of teachers have 5 to more years of teaching experience in the field of education
- 86% teachers are bilingual certified to assist with first year language acquisition and early-exit transition framework
- 28% of teachers have a master's degree
- 63% of Adame teachers are GT certified
- 5 instructional reading and math tutors (ESSER III Funds)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education inclusion population needs more intervention and inclusion personnel. **Root Cause:** Inclusion population increased with only 1 inclusion teacher and 1 assistant.

Problem Statement 2: Overflow of students from other campus have been enrolled after the January and leave before the end of the year. **Root Cause:** Mobility is inconsistent

Student Learning

Student Learning Summary

Student Learning Summary

1. How is the student Achievement data disaggregated?

Student achievement data is broken down into various subpopulations as defined by Donna ISD. These subpopulations include, but are not limited to, grade level, campus, classroom, ethnicity, gender, language of instruction, bilingual status, and other special populations.

2. How does student achievement data compare from one data source to another?

Various data sources are used to measure student achievement, with sources varying by subject matter but maintaining comparability within their respective subject areas across different grade levels.

Reading is assessed in the lower grade levels (PK-2) using the Amplify reading program, which measures students on letter name fluency and sound recognition. While this data allows teachers to adjust instruction, it is somewhat limited. As students advance to higher grade levels, reading is measured using I-Station, which tracks student fluency, spelling, vocabulary, and reading comprehension, categorizing students into one of five reading tiers. This data, along with routine assessments and district exams, provides more detailed insights, enabling more targeted instruction. The district also uses I-Station data to establish a baseline for predicting which students will approach, meet, or master the Reading STAAR assessment.

Math achievement is measured using a combination of the iReady computer program, routine assessments, and district exams. iReady data helps determine the grade level at which a student is performing, with the program self-adjusting to allow students to build on their current skill levels and repeat lessons until mastery is achieved.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program or other category?

Disaggregating the data allows us to uncover results that would otherwise be hidden when examining the student population as a whole. Specifically, by breaking down student achievement data based on categories such as bilingual programs or special education, we can see that students in these subgroups typically perform lower due to limited vocabulary, learning disabilities, or other external factors. This detailed data enables teachers to refine their instruction according to student needs and target specific groups with well-defined, evidence-based interventions. Additionally, the disaggregated data helps us identify which populations require tutoring.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

The STAAR data for Julian S. Adame Elementary in Donna ISD highlights several areas of focus and growth. According to the latest available data:

1. Student Performance: The school has shown proficiency levels in reading and math that are below the state averages. Specifically, between 15-19% of students achieved reading proficiency, and 10-14% achieved math proficiency, compared to the Texas state averages of 42% and 37%, respectively

2. Growth Areas: Despite the lower overall proficiency levels, there are areas where the school is making progress. The data reveals improvement in school progress, as indicated by an 'A' rating in this category for the 2021-2022 school year, showing that students are performing better over time and compared to similar schools.

3. Subgroup Performance: The school's data also emphasizes the challenges faced by specific subpopulations. For instance, a significant proportion of students are identified as economically disadvantaged (94.6%) and have limited English proficiency (70%). Addressing the needs of these students is crucial for continued growth.

4. Interventions and Strategies: The use of data from various sources, such as iReady for math and I-Station for reading, helps teachers tailor their instruction to meet the needs of

their students more effectively. This targeted approach aims to improve proficiency rates by providing more detailed and actionable data for interventions.

Overall, while Julian S. Adame Elementary faces challenges, the school is making strides in improving student outcomes, particularly in the areas of school progress and targeted interventions for subgroups. The focus remains on leveraging detailed data to inform teaching strategies and support student growth.

5. Which students are making progress? Why?

Based on the 2022-2023 STAAR data for J.S. Adame Elementary, progress is evident among several student groups. Notably, the school achieved an 'A' rating for school progress, indicating significant improvement over time and better performance compared to similar schools. Students are making strides due to targeted interventions and tailored instruction based on detailed performance data. Specific improvements are seen in reading and math, where consistent use of programs like I-Station and iReady supports student growth by providing customized learning experiences and frequent assessments.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not?

Improved academic performance: Intervention programs offer personalized instruction and support tailored to individual student needs. By providing targeted interventions, these programs can help students catch up to their peers, improve their skills, and achieve academic success

The I-Station program provides computer-adaptive assessments that correspond to individual student's reading skill levels. I-Station is a resource that is practiced on a weekly basis and for some Tier 3 students on a daily basis both in the classroom and in the computer lab. It allows all students to progress in a timely manner showing weaknesses and strengths for further extensive interventions. Although I-Station is considered a technology resource for intervention, nothing can compare to the communication between teacher and student in a small group setting. Our English Learners benefit from this program as well as our Special Education students. Imagine Math (Think Through Math) is a computer based resource that targets the math level of the students. Teachers analyze the data and make appropriate action plans to target all populations of students to ensure success. Progress is monitored through 3 benchmark assessments that show student gains. Implementation of our intervention block during the day is also helping student achievement.

7. What does the longitudinal student achievement data indicate?

The longitudinal student achievement data at J.S. Adame Elementary indicates steady improvement over time. This progress is reflected in enhanced performance across various grade levels, particularly in reading and math. The school's focus on data-driven instruction, targeted interventions, and the use of programs like I-Station and iReady has contributed to these gains.

8. What does the data reflect within and among content areas?

The longitudinal student achievement data for J.S. Adame Elementary reflects several key insights within and among content areas:

Reading: Improvement is noted particularly in early grades due to programs like Amplify and I-Station, which track and support reading fluency, vocabulary, and comprehension.

Math: Progress is evident through the use of iReady, which helps identify and build on students' current skill levels.

Subgroup Performance: Data shows that targeted interventions are helping close gaps for bilingual and economically disadvantaged students.

Overall, the data indicates enhanced performance and effective instructional strategies across content areas.

9. What does the data indicate when disaggregated at various levels of depth?

Disaggregated data from J.S. Adame Elementary shows notable progress in reading and math across various grade levels. Early grades have improved foundational skills, while targeted interventions for bilingual and economically disadvantaged students are closing performance gaps. Reading programs like Amplify and I-Station enhance vocabulary and comprehension, and iReady supports math proficiency. Special education and ESL students also show steady growth, benefiting from tailored instructional strategies. Overall, the detailed analysis highlights effective interventions and progress across different subgroups and content areas.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Our English Learner population is making progress annually. Special Education students have to meet general education curriculum standards as per state testing standards. Our Special Education teacher implements Intense Plans of Instruction for a few students still struggling with mastering these skills. As per Mr. Felipe Panola, Special Education Teacher, an Intense Plan of Instruction allows students to have access to additional resources in an effort to help them be successful on state assessments. It also offers additional differentiated instruction that corresponds to RTI and provides measurable results in elevating students to perform on grade-level in Math and Reading.

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards of learning?

The district provides a curriculum online to all teachers available for use on Share Point. This curriculum is designed and evaluated by strategists and teachers who have been chosen based on knowledge and expertise of the resources of each adopted text. Teachers attend training every six weeks and data analysis meetings to evaluate the success of resources for the TEKS and instructional planning. Educators use this curriculum to guide their future lessons and instruction ensuring that TEKS are targeted and scaffolding that best provides positive student learning outcomes.

Evidence of TEKS and ELPS must be embedded in all lesson plans in which administrators have access to. They must be clearly stated and visual in the classroom and in a manner in which students and adults can understand. There are many teachers who also provide parents with an account of the weekly skills and objectives that are linked to particular TEKS in order to make them aware of what their child is learning.

- Eduphoria
- Basals (PK - 5)
- DLM (PK)
- Texas Performance Standards Project (GT)
- Guided Reading
- District Timeline
- District Benchmarks
- Campus Assessments
- Special Education Approaches
- Bilingual Education Approaches
- Bundle Assessments
- I-Station (K - 5)
- CL 1 Engage (Pre-K)
- iReady

12. How is data used to inform curriculum, instruction, and assessment decisions?

Various data is analyzed to determine the effective way(s) to improve student achievement. Grade levels meet with administration regularly, to discuss district and campus data. The Special Education teacher and/or diagnostician also meet with teachers and administrators to analyze individual student data that are either in Special Education or in the process of being identified for the program. Educators design a plan to expose students to real world knowledge outside of their personal living space and make connections with the instruction given in the classroom.

In addition, the Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD), and response to intervention (RTI) committees meet at the end of every six weeks to discuss data and help make academic decisions that are in the best interest of the students.

The aforementioned groups analyze data make decisions on how to best improve student achievement via whole group, small group, and individual instruction. Decisions on instructional approaches, language of instruction, and/or modifications are also determined based on data, student performance, and/or teacher observations. Assessment decisions are based on the ongoing implementation set by educators and the LPAC committee for English Learner students.

- District Benchmarks
- Campus Assessments
- DLM (Pre-K)
- STAAR (3 - 5)
- Reading A-Z Levels (Pre-K - 5)
- Guided Reading
- I-Station
- TELPAS
- Bundle Assessments
- CL 1 Engage (Pre-K)
- iReady
- STEM scopes

13. What does the data reflect about how curriculum, instruction and assessments are aligned. How are they focused on supporting and challenging all students?

Our campus received a “B” rating for STAAR scores 2021-2022. Typically, TEKS alignment with the delivery of instruction in the classroom coupled with targeting and serving the diverse needs of all student populations has aided in the increase of STAAR scores. The administration of assessments varies. Weekly assessments have been created by the district strategists to simulate the new testing format for STAAR. The updated assessments were utilized by the classroom teacher to better prepare the students for the new testing format. Six Weeks Bundle assessments are created and provided for teachers by Donna ISD. Once the data is available after assessing students it is analyzed. Instruction is then adjusted in an effort to target student needs. The decision to target skills that were not mastered, whether individually, via small group or in a whole group setting is made by teachers after meeting with grade level or administrators when necessary. Enrichment activities are presented to students who are at or above grade level, while students that are below are provided with additional support in the form of educational tutors in their language of instruction.

14. How are curriculum, instruction and assessments aligned with 21st Century Learning Skills?

Donna ISD is a “Future Ready” district and its curriculum, instruction and assessments are aligned to provide the skills necessary for students to confidently participate in the 21st Century. Donna ISD’s curriculum and instruction is aligned with standards based on research and enhanced with genuinely authentic problem solving opportunities on a daily basis. Teachers and students have enriched and adaptive tools to customize learning and teaching. Assessments are making the shift to online administration, embedded and based on performance. The alignment to 21st Century Learning Skills is achieved through the utilization of:

- Online access via Chromebooks/iPads
- Sheltered Instruction
- Cooperative Learning
- Interactive Lessons
- Technologically Based instruction
- Alignment of College and Career Readiness Standards
- Science Experiments in the Classroom
- Hands-On Learning
- STEM
- Task-Based Learning
- Blended Learning
- Project-Based Learning

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district and school? What is the impact on specific student groups?

There are a variety of ways that instructional activities and strategies are aligned with the learning needs of students at Julian S. Adame Elementary. They include, and are not limited to:

- the use of Spanish/English cognates
- guided reading lessons via small group in the classrooms
- small group instruction in the classroom
- the implementation of DOK (Depth of Knowledge) questioning in the classroom

Consistency is evident throughout Julian S. Adame Elementary through the feedback and analysis of data presented at grade level meetings. Teachers at Julian S. Adame Elementary follow the same curriculum provided by the district, including timelines and decisions made at PLC meetings. JSA educators ensure that they align the appropriate strategies with the assessed needs in an effort to promote and improve student success. A positive impact has been made on the following student populations:

- Emergent Bilinguals
- Gifted and Talented
- Migrant
- Special Education
- Recent Immigrant
- At Risk

Their data is analyzed periodically and its analysis contributes to the regrouping of students according to their specific educational needs. The utilization of instructional strategies is evident at Julian S. Adame Elementary in each grade level, and in every content.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has been the effect over time?

J.S. Adame Elementary has one SLP assistant that services our speech impaired students. We also have a Registered Occupational Therapist that serves our students who have physical, sensory, or cognitive disabilities. Students are first observed by classroom teachers. Their concerns and observations are brought up to the specialist. Students needing this type of service range from all demographics from our community. The specialists at that point collect data from the teacher and conduct their own observations and screen the students. If the student qualifies for the service, the specialist then sets 1-3 short term goals every six weeks for the student to achieve as a measurement of mastery. Students attend therapy 3-4 times every six weeks. Every six weeks, the specialists monitor by tallying a percentage of observations and screenings held between them and the student. The specialists collect data and they continue to monitor and record their information with any progress the student is making. When the student reaches their goals, the student is then processed to be dismissed with one year monitoring by the campus. If the student reaches their goals or is close, the student is put in consult status which means the planning for progress is now done with a team of the student's teachers and school support staff. Mr. Jerry Martinez (Certified Occupational Therapist Assistant) works hand in hand with Silia Robles (OTR) and Teachers to provide treatments, progress monitoring reports, as well as ARD meetings. According to Diana Morrison, M.A. CCC-SLP, Speech Language Pathologist, almost always, the students show growth, improvement, or mastery.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?

Instructional design is the process by which learning products and experiences are designed, developed, and delivered. Being an educator comes with the expectation of knowing your students' demographics. Understanding and analyzing this information from their permanent folder will better assist in planning instruction based on their needs and level. Using the technology program, Euphoria, educators are able to look at prior years of plans and notes on each student's IEPs. Planning is a very critical component in delivering all lessons at any level of learning ranging from but not limited to; Special Education, English Learners and Gifted and Talented students. Everyday, students should be engaged with their level of learning and expectations are set for them to reach their short term goals to ensure accountability. Proper planning leads to a smooth and positive learning climate which then allows a higher order thinking to flourish from students at all levels of learning. Teachers are given instructional days to collaborate with colleagues to provide ideas, feedback, and or suggestions to plan for the upcoming six weeks. A 45 minute conference period is allotted for every educator to connect daily with the home environment over the students' progress, issues, concerns, or simply to supply positive feedback. This ongoing process is preparation in every educator's instructional design. Without proper and sufficient planning, delivery

is almost nonexistent.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

The district provides weekly and six weeks assessments that are aligned with the TEKS for English/Spanish Reading and in Math in the Sharepoint curriculum. Campus based/ teacher created assessments as well as additional supplemental materials are also aligned with the district curriculum and TEKS. Computerized programs that students use such as I-Station in English/Spanish Reading, and Imagine Math are assessments developed to monitor student growth and mastery in BOY, MOY, and EOY, along with the diagnostic assessment of Amplify for Reading in English and Spanish also given in BOY, MOY, EOY; these assessments are given prior to the state assessments.

19. How do we know assessments are designed, developed and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

The district assessments and benchmarks have provided more reliable content to the students by including word problems in Math that use familiar cultural experiences, names, regional vocabulary, Istation, etc. In Reading the district assessments and benchmarks have changed to include short response questions as well as an extended constructed response, the district has also added a revise and edit portion to assimilate how the students were tested in the STAAR 2.0. Reading passages vary by genre, and students (especially EL's with limited experiences) perceive the assessments as difficult to relate to as well as to make corrections in the revise and edit part of the tests since they are just acquiring their second language. Teachers, aware of this setback, teach students strategies to help them overcome their lack of background knowledge and Grammatical rules and patterns. .

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

Eduphoria provides teachers and administrators the ability to analyze student performance by providing district, campus, grade level, and individual class comparisons. The data is also available by demographics (Bilingual, Gifted and Talented, Special Education, Migrant, At-Risk, Economically Disadvantaged, Limited English Proficiency, gender, and ethnicity). These reports can identify teachers' strengths/weaknesses. I-Station provides educators with accurate data driven information that determines the reading levels and the specific needs of each individual on a monthly basis. With this data teachers are then able to analyze how students are progressing and what is needed to help them succeed. However, because of the assessment being timed, sometimes students just press any answer, so the results are not completely accurate.

21. What technology do we have for student learning?

2023-2024 The majority of the classrooms on campus have a 1 teacher computer, 1 printer, and 4 student computers. Most classrooms have an interactive whiteboard/ OneScreen and a document camera. Each grade level has access to a flip video and digital camera available for check out at the library. Pre-K-1st classrooms have iPads, 2nd grade Chromebooks and iPads, and 3rd -5th grade have laptops for student use.*

Donna ISD provided an electronic device to all students enrolled at J.S. Adame Elementary. K-2nd grade each received iPads, 3-5th Laptops, and every single teacher has received a laptop.

22. What is the technology proficiency for staff and students?

Most of the staff at Julian S. Adame Elementary feel as if they are proficient with technology and a few teachers feel that they can teach others about technology. Although most teachers feel they are proficient in the use of technology, there is a lack of knowledge in OneScreen and certain technology applications among the staff and students to fully integrate technology into class assignments and school projects. Computer programs such as Learning.com have introduced some of the basic uses of technology to students, however, more training is needed for teachers to completely integrate the use of it in class.. Staff such as Paraprofessionals, need to be familiarized with the technology (iPads, Chromebooks, OneScreens) in order for the classroom management and assignments to be effective for all students. Alternative Google certifications are available for those that wish to keep advancing in their tracks.

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

Some barriers that potentially prevent the effectiveness of technology include lack of reliable technology. At the beginning of every school year, students are issued a technology

device. However, as time progresses throughout the year, some of these resources pose technological complications or become permanently damaged. As a result of these issues, students may only have access to technology on campus which interferes with overall student learning opportunities. Other barriers include, disruptions with the internet signal, absence of a mouse with chromebooks/iPads, laptops and limited access to reliable electronic resources on campus (computers in computer/research lab and library).

25. In which content areas are we using technology and how? What is the effect?

26. How does the design of the network provide for the users it supports?

Student Learning Strengths

Student Learning Strengths

Those well-informed educators are embracing performance data as a useful means for directing school improvement.

The ability to track individual student performance, aggregate data with more ease, and the use of sophisticated and high-speed data-collection systems like Eduphoria present new options for strategic planning.

Now that such information is available, teachers have the opportunity to compile each student's strengths and weaknesses to ensure the continuous success of all students at Julian S. Adame Elementary from Pre-Kinder - 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers need to share effective practice and adopt collective expectations for students' performance. **Root Cause:** Teachers need to identify their strengths and weaknesses when examining data and ask for assistance from other teachers when needed.

Problem Statement 2: All teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. **Root Cause:** Lack of updated staff developments for new data platforms, and data conversions, through a consistent and unified manner.

Problem Statement 3: All 3rd - 5th grade students have been academically challenged in the STAAR content areas (Reading, Math, and Science) due to the redesign of the STAAR. **Root Cause:** There is a lack of clear guidelines provided to teachers for understanding and planning TEKS-aligned instruction.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

1. How are follow-up data regarding teacher performance provided to teachers?

- TTESS (Texas Teacher Evaluation and Support System)
- TNTP
- ILT Walkthroughs
- SGMs/SLOs
- Walk-throughs (Eduphoria)
- Grade Level Meetings
- Staff Meetings

2. How are we recruiting highly qualified and effective staff?

We recruit qualified and effective staff through:

- Teacher Recommendations
- Online Posting on District Website & Social Media
- Criteria set by TEA Certification
- Criteria set by Interviewing Committee
- DISD Job Fair

3. What is our staff attendance rate? Retention rate? Turnover rate?

- Attendance: 95%
- Retention 83%
- Turnover 17%

Retention and Turnover rates were a result of retirees, transfers, and TAs leaving for new positions.

4. How is highly effective staff assigned to work with the highest need students?

3rd – 5th

- Intervention
- Power Hour
- ELD/SLD
- Inclusion Teacher
- Community in Schools
- Tutors
- GT Teacher
- Dyslexia Teacher

PK – 2nd

- 1 to 4 small group ratio
- Dual Language Instruction K-3rd
- Intervention
- Inclusion Teacher
- GT Teacher
- Dyslexia Teacher
- Community in Schools

5. What is the impact/effect of our teacher mentor program?

Our teacher mentor program has a positive effect on new teachers. First year teachers are assigned a mentor teacher that guides them through all teaching practices including campus needs, expectations, and general information on procedures. New teachers attend New Teacher Orientation where they learn how to setup and use district software such as Eduphoria, Aware, TEAMS, Istation, iReady Math, Xtra Math, and other new software used by our district. Teachers that are new to a grade level have a mentor teacher that helps guide them through the new curriculum and skills/objectives of the grade level.

6. How is new staff supported? What feedback do they provide?

New staff is supported by giving them a mentor teacher. They have grade level support throughout the year by attending grade level meetings. New teachers are able to observe highly effective staff members in action when needed and share lesson plans. The district also offers a variety of staff development for new teachers during the first week of contract, and trainings are provided throughout the school year.

Administrators and district strategist provide feedback during walkthroughs. They also receive verbal and written feedback via email as needed.

7. What systems are in place to build capacity and support the notion of continuous improvement?

- Staff Meetings
- District Surveys
- Departmental District Meetings
- Staff Development/Conferences in subject area (Math, ELA, Science, & Technology)
- Region One Trainings
- CLPAC
- TNTP Post Conferences
- TEAMS Meetings
- Bilingual/ESL Summit

8. How are we using data to determine professional development for staff?

Student data from assessments and classroom instruction are accumulated and analyzed to help set priorities for professional development.

- Grades
- iReady Math
- Istation
- Amplify
- Six Weeks Exams
- Benchmarks

- Comprehensive Exam

9. How are collective and individual decisions regarding professional development determined?

- Staff Development Requests
- District Surveys
- TIA Survey
- Dual Language Survey
- Areas of greatest student/teacher need, based on state assessments (3rd-5th)
- TEA

10. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Language Arts:

- STAAR Trainings
- Summer Trainings
- District Trainings (ELAR/SLAR)
- Amplify
- Dual Language
- GT Trainings
- Scholastic Classroom Library
- iReady
- Capturing Kids' Hearts
- Seidlitz Education: Visuals & Academic Vocabulary

Math:

- District Trainings

Science:

- TEA Lab Safety
- District Trainings
- Stemscores

Other:

- T-TESS
- STAAR
- TELPAS
- Safe School Trainings
- Cambium (3rd-5th)
- Gradual Release
- GT-Responsive Learning
- Capturing Kids' Hearts
- Skyward

Implementation Monitored Through:

- Walk-Throughs
- Student Performance
- Upcoming STAAR Scores
- Six Weeks Benchmarks
- Bundle Assessments
- Weekly Assessments
- Comprehensive Assessment
- Amplified Data
- iReady

11. What evidence exists that families and community members are involved in meaningful activities that support students' learning?

There are few activities that occur during the school year which encourage families and the community to be involved in student learning. While some are held on campus, others take place throughout the school district. Sign in sheets are in place for meetings and events that take place on campus.

Activities:

- Choir Performances
- ARTES
- ACE
- Christmas Posada Performance
- Cheer Competitions x2
- Grade Level Home Projects
- Literacy Night (x2)
- GT Fair
- R.E.A.D.Y Program
- R.E.A.D.Y Track Showcase
- Cultural Activities
- Fall Festival

Parents and community members

All parents of students enrolled in our campus are invited to attend and participate in the various school activities. Parents are made aware of events through Class Dojo, social media and a monthly calendar of events. In some instances, notes are delivered.

Trends and patterns observed

The number of parents involved is not substantial. Parents that attend these events/meetings are the parents of the students involved in the activity at hand. Additionally, these parents are also the ones who visit with teachers and are involved in student matters. Parental involvement at our campus is minimal.

12. How are families and the community members involved in school decisions?

Parents are asked to participate in campus and district committees. A parent currently serves on our campus LPAC committee but most school decisions are made without a parent.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Services available to help cultivate healthy family relationships include:

- Literacy Pumpkin decoration home projects
- Literacy Night X2
- Fall Festival
- Día de los Niños (Students Only)
- Donna North Musical (Students Only)
- UTRGV Campus Tour (Students Only)
- Fragile Planet Wildlife Park (Students only)
- Campus Counselors/Counseling Sessions
- Agua Dental Presentations
- Honor Roll Parades (Every Six Weeks)

14. If families speak languages other than English, what are these languages?

The majority of the families at our campus speak Spanish, aside from English. How does the school communicate in those languages?

- ClassDojo
- Social Media posts and notices
- Parent Portal
- Communication via notes in English and Spanish
- Parental Presentations conducted in English and Spanish

15. What type of services are available to support students in special programs?

Some services offered are:

- Inclusion Instruction
- Social Workers
- GT Classes
- Migrant Tutor
- Communities in School
- Occupational Therapist
- Physical Therapist
- Speech Therapist
- Dual Language and Bilingual Classes
- A.C.E.

What are the results?

These services provide student support for the different challenges that our students face. Through these special services, our students are able to succeed academically.

16. What types of community partnerships exist to support families and students?

There is a variety of community services available to our families.

- Lions Club
- Employee Emergency Foundation
- 5K Run
- Agua Dental
- Mental Health
- Raising Kids Workshops
- Home Depot Garden Donations
- Veterans Middle School donations

17. To what degree does the district/school support the organization and how?

Our partnerships with organizations are minimal on campus. The community services available, educate our students or provide them with artifacts and goods that they can take home.

18. What does the data reflect about classes, schedules, and student/staff teams?

According to the 2023-2024 data, a total of 573 students are served at J. S. Adame Elementary. Class sizes vary at about 15-22 students per teacher. According to the school report, 68% of the student body is made up of Emergent Bilinguals (EBs) and 32% Non-EBs. This past year K-2nd implemented the Dual Language Program while 3rd-5th continued with Early Exit. The students identified as Gifted and Talented (G/T) are served through the Gifted and Talented Program by a teacher, and the children identified under Special Education, receive inclusion services through the Special Education Program. The school's master schedule is set up by the district based on time allotment. However, accommodations are made across grade levels according to content areas as well as needs specific to each team.

19. How is adequate time devoted to subjects in which students perform poorly?

Teachers use data collected from district benchmarks, six weeks' assessments, comprehensives, and weekly tests to identify the students' weaknesses and strengths on certain subjects. This data provides teachers with information on which subject needs immediate priority and reveals skills that require mastery for standardized assessments. In turn, these areas are quickly addressed through the campus intervention blocks (30 min-45 min) and/or tutors. The focus of Intervention is to work with small groups to emphasize and continually build all language arts components and math objectives. Those students who are struggling and failing due to language have and ELD/SLD block 4th-5th (30 min) for bilingual strategies such as sheltered instruction, total physical response, visual aids, bilingual pairs, and vocabulary development.

20. How do teachers have a voice in decision making and school policies?

Teacher's voices are heard in the decision making of school policies or campus initiatives during staff/grade level meetings. Teachers also express their opinions during the annual comprehensive needs assessments, CLPAC committee, and voicing any needs with our principal and administration team. Our principal operates with an open door policy and is open to suggestions and recommendations that benefit our school. However, a better transparency is needed with written documentation on campus procedures and implementation that include the teacher input and feedback that was offered in the decision making process.

21. What role do teachers have in deciding what assessments will be used?

Teachers are only allowed to decide which weekly assessments will be used to evaluate students on concepts being taught throughout the week.

K-2nd grade teachers use Amplify to determine the students' overall reading performances. Six Weeks Assessments, Benchmarks, and Comprehensive are determined by the district and uploaded into Eduphoria according to subject. In grades 3rd-5th, students are tested during the Spring in the areas of Reading, Writing, Math and Science using STAAR. The LAS is also used in the lower grades to evaluate students in PK-2nd.

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn for all groups to be a part of solutions to identified problems?

The campus continues to implement the CLPAC which meets to make decisions and discuss events for teachers, staff, and students. Our CNA committees are composed of members from different grade levels and meet to discuss the strengths and needs of our campus. The ILT members meet regularly to discuss academic decisions and support/services that help students be successful. However, many decisions discussed in these committees are not given to all teachers via written documentation. Some decisions made by these committees are also altered which leads to miscommunication among all staff members.

23. What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners?

Teachers are hired, along with strategist and directors, to write the district curriculum of all subject areas. Based on classroom observations and data from any assessment administered throughout the year, both teachers and curriculum personnel are able to use this information to design new strategies, offer trainings, and/or professional development that best meets the needs of our current demographics. Suggestions are evaluated and taken into consideration in order to meet the needs of all our learners at the district and campus level.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Teachers/Administrators are available to meet with parents.
- Teachers are bilingual and can communicate effectively with parents in their native languages.
- Teachers have up to date computer software and equipment for delivery of instruction.
- Student weaknesses are targeted through the implementation of different computer programs, data analysis, regrouping and small group tutoring.
- Many teachers are currently using Class Dojo for the classroom. They connect teachers, parents, and students and are able to share photos, videos, and messages throughout the school day.
- Highly Qualified Staff with Many Years of Experience
- Attendance Incentives
- Fully Certified Teachers
- Paraprofessionals Meet District Requirements
- Staff Support
- Google Classroom
- Morning News
- Digital Communications Manager (DCM) for social media communication

School Processes & Programs Weaknesses:

- There is a lack of Parental Involvement
- There is a lack of Community and Campus Partnerships
- There are few reward events that target ALL students (Honor Roll Parades only target high achieving students)
- Campus decisions are often altered or implemented at the last minute

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem Statement 1: There is a lack of parental support with attendance, academics, and parent conferences The goal is to get parents involved though educating them on parental assistance and lessons that build a bridge between families, school, and their children. **Root Cause:** Events and activities should be cemented ahead of time and given to teachers with enough time to plan for initiatives set by the CLPAC, for holiday activities, or family and school connection matters. More than a week in advance for

teachers and parents. Physical reminders and flyers need to be sent home ahead of time by front office.

Problem Statement 2: Problem Statement 2: Reward events should be changed to AM or PM and altered. Honor Roll parades should bring back movie and popcorn. Parades and awards should not be separate. Continue PBIS from beginning of the school year with expectations and consequences. **Root Cause:** Honor roll parades should bring back goodie bags or movie/popcorn. AR GOALS should be included in rewards. Continue PBIS from beginning of the school year with expectations and consequences.

Problem Statement 3: Campus decisions should be written with ample time for teacher and campus planning. **Root Cause:** An event committee should be created to help address school events and/or give teachers enough time to plan for initiatives set by the CLPAC, for holiday activities, or family and school connection matters.

Perceptions

Perceptions Summary

Perceptions Summary

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

After collecting data through surveys, most students and staff feel safe at school. 96% of 3rd graders, 84% of 4th graders, and 98% of 5th graders surveyed feel safe in the classrooms. 64% of 3rd graders, 62% of 4th graders, and 87% of 5th graders surveyed feel safe in the restrooms, hallways, cafeteria, gym and playground. 92% of staff feels safe and secure in school. Both students and staff feel safe overall.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Students and staff are required to recite the Mission Statement of Adame Elementary and the number student outcome every morning before class begins. Within our campus mission statement and number one student outcome statement, students commit to do their best at all times and they state that they are the driving force behind J.S. Adame Elementary. Students are held accountable for their own actions and behaviors. Students use the computer based programs, such as IReady Math, Istation and Learning.com to meet the required district minutes.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

From the data collected, 85% of 3rd graders, 82% of 4th graders, and 91% of 5th graders surveyed feel that they are respected by their peers. 95% of 3rd, and 100% of 4th/5th graders surveyed believe that their teachers are respectful. 93% of 3rd graders, 58% of 4th graders, and 67% of 5th graders surveyed believe that discipline is administered fairly. 97% of 3rd graders, 95% of 4th graders, and 100% of 5th graders surveyed feel that their teachers are enthusiastic about teaching. 88% of 3rd graders, 77% of 4th graders, and 88% of 5th graders surveyed feel like they belong at school. 88% of 3rd graders, 72% of 4th graders, and 90% of 5th graders surveyed feel they have a supportive learning home environment.

4. What does the data reflect regarding student behaviors, discipline, etc.?

- This year we had a total of 8 discipline incidents PK-5th
- Out of the 8 discipline referrals, 3 of them occurred on the bus and not at school.
- There were 3 bus suspensions this school year.
- There was 2 full days Out of school suspensions, 3 partial day out of school suspension.
- 2 ISS, 8 lunch or afterschool detentions.

5. To what degree do students and staff feel physically safe?

According to the data collected, 93% of students surveyed feel safe while in their classroom. However, only 68% of students feel safe in the hallways, restroom, cafeteria, gym or playground. 92% of staff generally feel safe while at school.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc?

Staff members' data showed that only 92% of them felt that school events are well attended by staff. 76% of staff believe that students know what behaviors are expected of them.

Student data showed that 98% of the students surveyed care about learning and getting a good education. Our school has the following extracurricular activities available for our students, Cheer Squad, ACES/UIL events, choir, ARTES, R.E.A.D.Y. afterschool program, and the ACE afterschool program. The data collected revealed that 81% of students surveyed feel like they belong to our school.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

Overall the female population is more satisfied with our school's culture and climate. More boys responded negatively than girls did. Based on the students surveyed 4th graders were the most dissatisfied and the 3rd graders were the most satisfied. Student body attendance was an average of 92% which was a 5% decrease from last year.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

Good classroom management is crucial for students' academic achievement. Our school achieved 2nd place overall in our districts A.C.E.S./UIL for grades K-5. Overall, teachers have good classroom management; however due to 1% of the staff expressing that students don't know what behaviors are expected of them a classroom behavior management training should be considered for next year. (Pending STAAR data to compare any growth from last year to this year)

9. What does the data indicate regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students? What services have these students received? (*Demographics)

The discipline data collected showed that there were a total of 2 fighting incidents involving the same group of 4th and 5th graders. Another 5th grade student had the following incidents: aggressive threatening behavior, inappropriate physical conduct, and assault. The above mentioned students were conferenced with by administration, parents and counselor.

Our counselor and CIS representative had presentations every six weeks targeting safety, substance abuse and other topics. All students participated in the counselor presentation. Students attend health class weekly. Our nursing department sent out information regarding health tips and awareness. The Donna Fire and Police Departments participated in our Career Day events. Grandma Cookie and Daisy Lopez, both authors motivated the students during their presentation as they expressed words of encouragement and good character traits.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students What does student achievement reflect about these students versus others who are not involved/ (*Demographics & Student Learning)

Students at our campus are encouraged to participate or be a part of the extracurricular activities that our campus offers. Among the extracurricular activities we have A.C.E.S./ District UIL for K - 5th graders, Cheerleading 3rd - 5th, R.E.A.D.Y. Program, ACE Program, choir 3rd-5th and ARTES 3rd-5th. All students involved in any of the extracurricular activities are required to maintain good grades and display good conduct. All students are given the opportunity to participate or tryout.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

62% of staff members feel that our school is generally clean. Which in turn can affect the working and learning environment for our students. Most students recognize that our custodians and staff work hard to keep the campus clean and assist with ensuring their area is neat and well kept.

12. How does staff feel about technology?

Our staff is knowledgeable in technology and different computer applications. Students are the PK3/4 through 1st grade level were equipped with iPads and 2nd grade was provided with a Chromebooks which enabled them to have one-to-one technology access. This allowed all students the opportunity to use district selected computer applications and improve their computer skills. 3rd - 5th grade students were provided with a laptop to use in the classroom and during the assessment time.

13. What are the students', parents' and community perceptions of the school?

Our school functions are well attended by parents. Examples include: Meet the Teacher Night, Public School Week, 2 Literacy Nights, Music Performances, Academic Parades, Christmas Program and Awards Assemblies. In addition, Adame's Facebook page was recognized by the district for outstanding student, staff, community, and parental involvement.

Based on the data between students' and staff members the overall perception of our school is positive with minimal people unsatisfied. The areas of concern are the general cleanliness of our school, staff being listed to so that they feel like they have a voice, and setting higher expectations for positive student behaviors.

Perceptions Strengths

Perceptions Strengths

- Staff demonstrate they have the capability to help ALL students to achieve mastery.
- Focused staff with the same academic goals for the school.
- The campus is physically a good place to work.
- Parent/Teacher contacts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Committees need to be formed in order to allow staff input in all activities. **Root Cause:** Lower level students lacked playground area due to overlap of scheduling.

Problem Statement 2: Inclusion of all students in all events throughout the daily schedule and celebrated events. **Root Cause:** Lower level students lacked playground area due to overlap of scheduling. PK3/4 students were not included in perfect attendance parades due to the long walk around campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: June 12, 2024




Goal 1: Focus On Student Success





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




- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%





HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will continue increasing to reach up to 100% by the end of the 1st SWs. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 30% to 100% ,the use of visual stimuli from 40% to 100% and utilization of processing tools from 10% to 100% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Supplies - Title I (211) - \$12,202, Supplies - Student Activity (865), Supplies -M&A Technology - State Comp. (164), Supplies - Local (199), Book Fair - Library Account (898), Author - Local (199)		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 40% to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 50% 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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Homebound services - State Comp. (164) - \$1,080, Homebound services - Local (199) - \$255	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals. Schools will receive funds based on enrollment as follows: 800+ - 3,000 500-799 - 2,000 250-499 - 1,000 The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. In addition campuses will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks.</p> <p>Strategy's Expected Result/Impact: ARC meetings every 4 weeks; an improved overall district ADA from a 90.9 to a 92.4% for 24-25 school year for 25-26 goal is a 94.4% for 26-27 to a 96.4%</p> <p>Staff Responsible for Monitoring: District ARC</p> <p>Funding Sources: Popcorn Supplies - Student Activity (865)</p>	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Focus on Family and Community Engagement

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




Evaluation Data Sources: * Digital Communication rubric - included in the handbook

(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)

* Family and Community Engagement Survey Checklist

(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)

* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 2.4, 2.5, 2.6	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, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify



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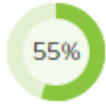


Goal 2: Focus on Family and Community Engagement

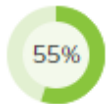
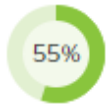




Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets


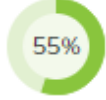
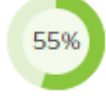

* training agendas

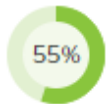
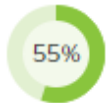




Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	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	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	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year. 1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 Strategy's Expected Result/Impact: Equitable access to all available supports and resources. Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: District and campus staff will be provided the identification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they determine for the poverty eligibility criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 JS Adame Elementary will, monitor campus facility and adhere to the district's 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: JS Adame 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
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Funding Sources: Safety Supplies - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 5 Details	Reviews			
Strategy 5: JS Adame will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals, etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: JS Adame will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: JS Adame 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: JS Adame's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide a safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: JS Adame's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: JS Adame 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, 4.1, 4.2 Funding Sources: Admission Slips - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: JS Adame will monitor all bus riders, referrals, etc to ensure students follow bus rules in order for DISD to provide safe transportation for 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, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Adame will develop and provide personnel, and professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers



Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: STAFF DEVELOPMENT - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - 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: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
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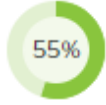

Goal 4: Focus On Employees And Organizational Excellence







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

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

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHA). Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Travel - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Preventive Activities - Local (199), Travel - Student Activity (865)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.4, 2.5, 2.6, 4.1, 4.2	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 JS Adame Elementary based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: JS Adame 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: JS Adame 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, 4.1, 4.2 Funding Sources: Student ID's - Supplies - Student Activity (865)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: JS Adame 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. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: Staff breakfast - Coke Activity Account (899) - \$96.36, Fundraisers - Student Activity (865)	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Elective Teacher	Victoria Ramos	Health KIN- 5th grade
Parent committee representative	Carollynn Guerra	Parent Volunteer
Paraprofessional	San Juanita Pacheco	Paraprofessional member
Classroom Teacher	Aissa Mendez	Parent Educator member
Classroom Teacher	Michele Castillo	Life skills member
Classroom Teacher	Claudia Lara	PK3/4 member
Classroom Teacher	Yvette Pena	Kinder Member
Classroom Teacher	Christian Hernandez	1st grade member
Classroom Teacher	Annessa Salinas	2nd grade member
Classroom Teacher	Yvette Martinez	3rd grade member
Classroom Teacher	Dulce Castillo-Cruz	4th grade member
Classroom Teacher	Gwenda Gonzalez	5th grade member
Campus Secretary	Rocio Frias	member
Counselor	Iris Ortiz	Counselor
Administrator	Marissa De La Garza	Assistant Principal
Administrator	Alicia Sarmiento	Principal

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,449.00
+/- Difference					\$10,449.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies -M&A Technology		\$0.00
1	1	5	Homebound services		\$1,080.00
Sub-Total					\$1,080.00
Budgeted Fund Source Amount					\$9,160.00
+/- Difference					\$8,080.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$0.00
1	1	2	Author		\$0.00
1	1	5	Homebound services		\$255.00
3	1	3	Safety Supplies		\$0.00
3	2	3	Admission Slips		\$0.00
4	2	2	Student Travel		\$0.00
4	2	5	Preventive Activities		\$0.00
Sub-Total					\$255.00
Budgeted Fund Source Amount					\$47,460.00
+/- Difference					\$47,205.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$12,202.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$12,202.00
Budgeted Fund Source Amount					\$13,702.00
+/- Difference					\$1,500.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	STAFF DEVELOPMENT		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,031.00
+/- Difference					\$5,031.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,008.00
+/- Difference					\$3,008.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$0.00
1	1	7	Popcorn Supplies		\$0.00
4	2	5	Travel		\$0.00
5	2	1	Student ID's - Supplies		\$0.00
5	2	2	Fundraisers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Staff breakfast		\$96.36
Sub-Total					\$96.36
Budgeted Fund Source Amount					\$145.59

Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$49.23
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$671.31
+/- Difference					\$671.31
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Book Fair		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,216.68
+/- Difference					\$2,216.68
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,236.00
+/- Difference					\$2,236.00
Grand Total Budgeted					\$99,079.58
Grand Total Spent					\$13,633.36
+/- Difference					\$85,446.22

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

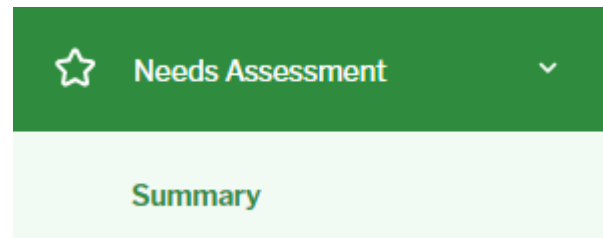
CONT.

- 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.;

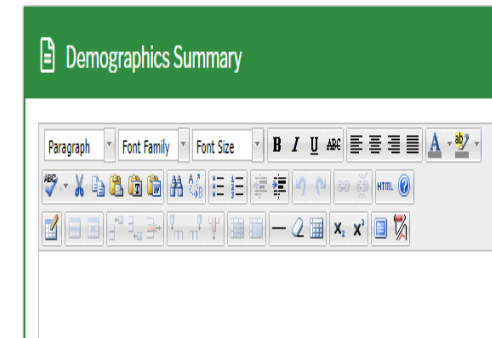


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

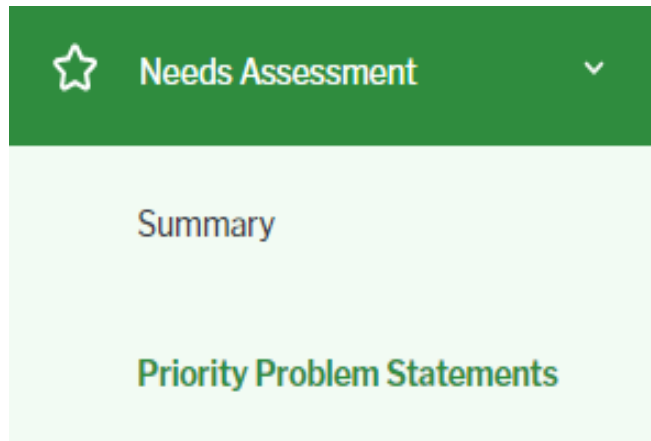


Demographics
Student Learning
School Processes & Programs
Perceptions



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

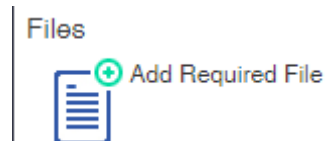


- Click on #3 CNA Documentation

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



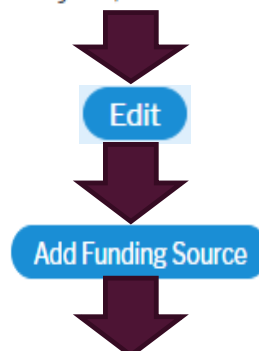
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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;

