

**Donna Independent School District**  
**B.G. Guzman Elementary**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

## Campus Mission Statement

The mission of Donna I.S.D. and B.G. Guzman Elementary 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.

## Vision

### Guzman Elementary Vision

We envision being an exemplary school staffed with highly qualified individuals working collaboratively to prepare PK-5th Grade students who will be a powerful force for positive change in our community and our world.

## Core Beliefs

### Motto

**"Watch Us All Shine!"**

### Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to
  - Provide a vertically aligned rigorous curriculum (PK-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. As a result, we are determined to
  - Attract and retain highly qualified staff.

- Provide ongoing targeted staff development.
  - Provide the most current research-based and state of the art instructional resources.
3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to
- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
  - Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
  - Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources
4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to
- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.
  - Provide security measures at 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. As a result, we are determined to
- Establish policies and procedures to promote ethical practices in all areas of fiscal management.
  - Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
  - Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.
6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to
- Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.
  - Accommodate parents' work schedules when creating parent involvement opportunities.
  - Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).
7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to
- Involve community members by inviting them to serve on school 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. As a result, we are determined to

- 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Balthazar Gonzalez Guzman Elementary is located in Donna, Texas. B.G. Guzman Elementary is one of 12 elementary schools in Donna ISD. The student population at B.G. Guzman Elementary School is approximately 381 and serves students in grades Pk-4 through 5th grade. The race/ethnicity of the campus consists of 99% Hispanic, .3% Asian, and .16% White. 43% of our population is male while 56% is female. Our attendance for the 2023-2024 school year was 91.28%. There are 32 students labeled Gifted and Talented. We also have 133 students registered as Emergent Bilinguals and 87 Bilingual. Economically disadvantaged students enrolled at our school is at 96% and 80% are identified At Risk. There was a 49 students in the Special Education program. Retention rate for B.G. Guzman Elementary is 96.77%. Average teacher to student ratio is 1/18.

### Demographics Strengths

1. Bilingual Program: The school offers Dual-Language Instruction (PreK4- 3rd Grade) and Early-Exit (4th & 5th) which effectively supports the needs of the Emergent Bilingual (EB) population, enhancing language proficiency and academic achievement in both English and Spanish.
2. High Commitment to Communication: The school effectively communicates with families and the community in both English and Spanish, ensuring inclusive engagement and support.
3. Experienced and Diverse Staff: The staff includes a mix of experienced administrators, teachers, and support personnel with various levels of higher education, contributing to a rich and supportive educational environment.
4. Gifted and Talented (GT) students receive weekly specialized instruction from Mrs. Rodriguez while the ARTES program is led by Mrs. Benitez. It offers extracurricular musical skill development two days a week. Students with Dyslexia receive daily individualized instruction from Mrs. Alvizu, ensuring targeted support for their literacy goals. The READY program is run by Coach Garcia three days out of the week. The ACE program is under the supervision of Mrs. Morales, which gives our students an extra support outside the classroom. The program supports student with homework assistance as well as engaging activities after school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate at the campus is 91% and has been on a very slow incline. **Root Cause:** There are no systems in place to promote attendance at B.G. Guzman Elementary.

# Student Learning

## Student Learning Summary

A wide variety of assessment tools are used to monitor and increase students growth. Formative and summative assessments are administered on a regular basis to help improve student outcomes.

### Early Literacy

	Spanish	English	Combined
Kinder	83%	87%	85%
First	60%	75%	70%
Second	58%	68%	64%

### STAAR Scores

		Approaches	Meets	Masters
3rd Reading	2024	56%	33%	9%
	2023	55%	22%	7%
3rd Math	2024	46%	21%	2%
	2023	43%	9%	2%
4th Reading	2024	73%	41%	15%
	2023	62%	38%	4%
4th Math	2024	78%	47%	15%
	2023	66%	22%	16%
5th Reading	2024	63%	40%	16%
	2023	59%	26%	5%
5th Math	2024	65%	37%	13%
	2023	76%	41%	6%
5th Science	2024	45%	15%	6%
	2023	43%	11%	5%

## Student Learning Strengths

1) Increase focus on Data-driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups.

- 2) Instruction is aligned to state standard and assessments.
- 3) Online STAAR practice as a whole along with after-school tutoring.
- 4) Intervention blocks starting first six weeks embedded in the master schedule
- 5) Early "at-risk" dyslexia indicator in Amplify Benchmark for lower grades.
- 6) Implementation of Capturing Kids Hearts
- 7) Implementation of Positive Behavior Intervention and Supports. (PBIS)

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Learning gaps begin to appear in first grade for both English and Spanish students. **Root Cause:** Students are not developing the necessary skills to help them break the reading code.

**Problem Statement 2:** Teachers are not giving students multiple opportunities to develop a mastery of reading. **Root Cause:** Teachers instruction is very teacher driven not allowing students to grow to their full potential.

# School Processes & Programs

## School Processes & Programs Summary

Curriculum and Instruction practices at the campus level are aligned with district initiatives. The district provides systems of support by training the Instructional Leadership Team on best practices and district expectations. The Instructional Leadership Team along with administrative staff ensure the systems in place are implemented and followed with fidelity. The district also provides teachers with a timeline of instructional timelines along with materials and resources. The goal is to provide engaging learning opportunities focused on student success.

The campus is committed to creating a culture where everyone is seen and heard. There are systems in place to support struggling students, students with special needs and provide opportunities for extra curricular opportunities. By implementing Capturing Kids Hearts with fidelity, we hope to continue to see a decline in discipline referrals and an increase in students acceptance and the ability to resolve conflict.

## School Processes & Programs Strengths

The campus will continue to refine the practices that impact all stakeholders such as:

- 1) provide professional development based on CIP and CNA
- 2) provide opportunities for staff members to desegregate data and plan for students progress
- 3) scheduled instructional planning meetings
- 4) ensure teacher use best practices to deliver lesson using the common language of Get Better Faster
- 5) ensure testing procedures are place for state, district and local assessments
- 6) Social Emotional Learning and Capturing Kids Hearts approaches are embedded into daily school practices
- 7) train teachers on way to approach and deal with student disengagement in class
- 8) support teachers with student who are insubordinate

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** High rate of students are not at grade level. **Root Cause:** The lack on ongoing professional development for teachers in order to integrate best practices.

**Problem Statement 2:** Same students have recurrent discipline issues which negatively effect instruction and culture in the classroom and across the campus. **Root Cause:** Lack of establish guidance counselor to assist with conflict resolution, character building and owning responsibility for ones actions.



# Perceptions

## Perceptions Summary

Teacher morale is up with teachers expressing a willingness to continue teaching at B.G. Guzman indicates that they work in a positive working environment. Teachers appreciate the support they get from the Instructional Leadership team along with strategists and administration. New teachers get additional support through the mentorship program designed to guide teachers new to the profession. Students are supported through various programs designed to close achievement gaps and provide social and emotional support. Administration along with the counseling department monitor and assess the fidelity in which such programs are being implemented.

Parental engagement took a hit with COVID. Even though parents have not made their presence felt on campus, they feel comfortable sending their child to school. Parents are greeted with a smile and they feel there is a positive tone when they enter the school. The school celebrates Good Things happening in the community and in the students life. Parents feel a strong partnership between school and parent to help encourage, motivate and help students be successful.

## Perceptions Strengths

- 1) Students and parents describe a positive learning environment.
- 2) Students feel safe and feel like they belong
- 3) Capturing Kids Hearts is being implemented and we are seeing better results in student behavior
- 4) Parents feel a sense of partnership with the campus
- 5) Communication with Non-English parents has improved

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teacher feel a lack of support as a number one reason for leaving the profession. **Root Cause:** There is a lack of communication opportunities addressing particular needs for individual stakeholders.

**Problem Statement 2:** Low family engagement at the campus level. **Root Cause:** Barriers exist that prevent parents from being more active in their child's learning.

**Problem Statement 3:** There is no improvement in the number of students who continue to have discipline infractions despite an attempt to address the students needs. **Root Cause:** There are no systems in place to address the needs of TIER 3 behavior students.

# Priority Problem Statements

# Goals


**Goal 1:** Focus On Student Success



**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2026:


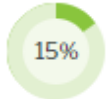

- \*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 46% to 55%
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 56% to 65%
- \*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%





**HB3 Goal**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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).  <b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 50% to 100% by September 30, 2025.  <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Results Driven Accountability</b>  <b>Funding Sources:</b> M & A Technology-k-5th Grade Headsets - State Comp. (164) - \$1,531.20, Warehouse-Teacher Supplies - Title I (211) - \$1,783.22, Warehouse-Teacher Supplies - Local (199) - \$716.79, Warehouse-Office Supplies - Local (199) - \$56, Warehouse-Teacher Supplies - Title I (211) - \$759.51, DNHS Drama -3rd-5th Grade Academic Incentive Student Entry- Beauty and Beast Fall Musical - Student Activity (865) - \$178, DISD Transportation- 3rd-5th grade students Instructional trip - Local (199) - \$191.80, Warehouse-Teacher Supplies - Title I (211) - \$797.18, Warehouse -Teacher Supplies - Local (199) - \$500	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 30% to 80% ,the use of visual stimuli from 30% to 80% and utilization of processing tools from 30% to 80% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Results Driven Accountability</b>  <b>Funding Sources:</b> Texas A &M AGriLife Extension- 4th Grade - Local (199) - \$0, DISD Transportation-4th Grade RGV Livestock Showgrounds - Local (199) - \$152.06, Ray's Business Products-Instructional Supplies K-5 - Title I (211) - \$493.73		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.  <b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 50% to 90% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Results Driven Accountability</b>		Formative			Summative
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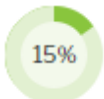
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. <b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase student achievement. <b>Staff Responsible for Monitoring:</b> District administration, campus administration, counselors, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase academic achievement. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District ARC</p> <p><b>Funding Sources:</b> Sizzling Caesars, LLC- Pizza Incentive k-5th Grade 2nd Six weeks perfect attendance - Student Activity (865) - \$142.78</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](https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing))  
\* surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.  <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.  <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals  <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue





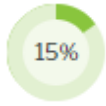
## Goal 2: Focus on Family and Community Engagement


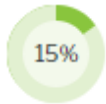




**Performance Objective 2:** Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

**Evaluation Data Sources:** \* training invitation

\* training sign-in sheets



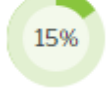
\* training agendas


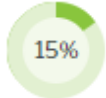





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 2.5, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration  <b>Title I:</b> 2.5, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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  <b>Strategy's Expected Result/Impact:</b> Equitable access to all available supports and resources. <b>Staff Responsible for Monitoring:</b> Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Ensure equitable campus allocations. <b>Staff Responsible for Monitoring:</b> 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 B. G. Guzman Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2025.




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> B. G. Guzman Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs. <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> B. G. Guzman Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> B. G. Guzman Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. <b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Goal 3: Focus On Operational Excellence

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

**Evaluation Data Sources:** Work orders


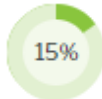
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> B. G. Guzman's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. <b>Strategy's Expected Result/Impact:</b> Clean and safe campus <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Ferguson-Floor wax/Stripper - Local (199) - \$1,737.91	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> B. G. Guzman'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. <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> B. G. Guzman Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> B. G. Guzman Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. <b>Strategy's Expected Result/Impact:</b> Safe transportation <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Texas School Safety Center- School Behavioral Threat Assessment - Local (199) - \$0, Youth Mental Health First Aid-Staff Development - Local (199) - \$0, Region One-Staff Development Workshop#336999 - Local (199) - \$0, Region One- Staff Development- Reading Academies - Local (199) - \$0, TASA Midwinter Conference 2025-Principal Professional Development Reg Fees - Title II Teacher/Principal (255) - 255.23.6299 - \$585 , TASA Midwinter Conference 2025-Principal Professional Development -Meals - Title II Teacher/Principal (255) - 255.23.6411 - \$194, Get Your Teach On-Staff Development Registration Fees - Title IV (289) - \$1,258, Get Your Teach on Conference-Staff Development-Travel Expense Meals - Local (199) - \$253, Get your Teach on Conference-Staff Development-Travel Expenses-meals/Hotel/Mileage - Title II Teacher/Principal (255) - \$1,931.25	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


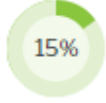





#### Goal 4: Focus On Employees And Organizational Excellence







**Performance Objective 2:** 4.2 B. G. Guzman Elementary 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			
<b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).  <b>Strategy's Expected Result/Impact:</b> 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] <b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> 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, &amp; 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><b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> 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, &amp; 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Title I:</b> 2.6</p>		Formative			Summative
		Sept	Dec	Mar	June
					






Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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.  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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%. <b>Strategy's Expected Result/Impact:</b> 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).  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% <b>Strategy's Expected Result/Impact:</b> 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 (conflict resolution, building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention activities related to substance abuse, suicide, bullying, violence; postsecondary planning & career readiness). 80% of students in grade PK-12 will participate in the program.  [Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Capturing Kids' Hearts, Zones of Regulation]  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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.  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services  <b>Title I:</b> 2.6, 4.1	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship


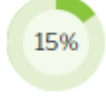
**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for B. G. Guzman Elementary based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

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

## Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> B. G. Guzman Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. <b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> B. G. Guzman Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> Positive Promotion -Pk-5th Grade-Incentive-Pencils - Student Activity (865) - \$236, Sam's Club-K-5th Grade Awards & Incentives - Student Activity (865) - \$497.21, Sam's Club-Faculty Awards/Incentives - Faculty Account (897) - \$141.98, HEB-Cookies/Punch K-5th Grade Literacy Day incentive - Student Activity (865) - \$180.32, Champions Teamwear-k-5th Grade Awards/Incentives - Student Activity (865) - \$1,359.20, Lamac-Pk-5th Grade Students Awards/Incentives - Student Activity (865) - \$167.89, Warehouse-Office Supplies - Local (199) - \$784.68, Wal-Mart -5 K-5th Grade Helados Mexicanos - Student Activity (865) - \$116.09, Sam's Club K-5th Grade AR Celebration Awards/incentives - Student Activity (865) - \$69.86, Warehouse-Office Supplies - Local (199) - \$81.87, Cielo Office Products - Local (199) - \$85.92, Deanan Gourmet Popcorn-3rd-5th Fundraiser - Student Activity (865) - \$1,965, Sam's Club-Staff Incentives - Faculty Account (897) - \$188.38, Sam's Club-K-5th Fundraiser supplies - Student Activity (865) - \$311.79, Escue & Associates-Library Books - Local (199) - \$880, Escue & Associates-Library Books - Title I (211) - \$879.90, MJ's Printing-K5th grade College t-shirts - Student Activity (865) - \$780, Sam's Club-K-5th Grade -Incentive -AR Celebration - Student Activity (865) - \$93.12, Sam's Club-k-5th grade A Honor Roll/Perfect Attendance Incentive - Student Activity (865) - \$107.76, Jeans Restaurant Supply-K-5th-Fundraiser supplies - Student Activity (865) - \$108.03, Sam's Club-K-5th Fundraiser Supplies - Student Activity (865) - \$255.72, MJ's Printing-Staff Awards/Incentives 1 Semester - Local (199) - \$2,100, Sam's Club-Awards/Incentives-Staff appreciation - Faculty Account (897) - \$60.36, Sam's Club-Awards & Incentives K-5th Grade - Student Activity (865) - \$208.60, Lakeshore-ECSE Hold a ring Walking Rope - Local (199) - \$49.99		Formative			Summative
		Sept	Dec	Mar	June
					



No Progress



Accomplished



Continue/Modify



Discontinue

# Title I

## 1.1: Comprehensive Needs Assessment

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

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

## 2.4: Opportunities for all children to meet State standards

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

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

## 2.5: Increased learning time and well-rounded education

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

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



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

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

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

#### **4.2: Offer flexible number of parent involvement meetings**

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

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

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

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

# Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,294.00
+/- Difference					\$3,294.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	M & A Technology-k-5th Grade Headsets		\$1,531.20
Sub-Total					\$1,531.20
Budgeted Fund Source Amount					\$5,280.00
+/- Difference					\$3,748.80
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse-Office Supplies		\$56.00
1	1	1	Warehouse-Teacher Supplies		\$716.79
1	1	1	DISD Transportation- 3rd-5th grade students Instructional trip		\$191.80
1	1	1	Warehouse -Teacher Supplies		\$500.00
1	1	2	DISD Transportation-4th Grade RGV Livestock Showgrounds		\$152.06
1	1	2	Texas A &M AGriLife Extension- 4th Grade		\$0.00
3	2	1	Ferguson-Floor wax/Stripper		\$1,737.91
4	1	1	Youth Mental Health First Aid-Staff Development		\$0.00
4	1	1	Region One-Staff Development Workshop#336999		\$0.00
4	1	1	Region One- Staff Development- Reading Academies		\$0.00
4	1	1	Get Your Teach on Conference-Staff Development-Travel Expense Meals		\$253.00
4	1	1	Texas School Safety Center- School Behavioral Threat Assessment		\$0.00
5	2	2	Lakeshore-ECSE Hold a ring Walking Rope		\$49.99
5	2	2	Escue & Associates-Library Books		\$880.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Cielo Office Products		\$85.92
5	2	2	MJ's Printing-Staff Awards/Incentives 1 Semester		\$2,100.00
5	2	2	Warehouse-Office Supplies		\$784.68
5	2	2	Warehouse-Office Supplies		\$81.87
Sub-Total					\$7,590.02
Budgeted Fund Source Amount					\$28,350.00
+/- Difference					\$20,759.98
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse-Teacher Supplies		\$1,783.22
1	1	1	Warehouse-Teacher Supplies		\$797.18
1	1	1	Warehouse-Teacher Supplies		\$759.51
1	1	2	Ray's Business Products-Instructional Supplies K-5		\$493.73
5	2	2	Escue & Associates-Library Books		\$879.90
Sub-Total					\$4,713.54
Budgeted Fund Source Amount					\$8,242.00
+/- Difference					\$3,528.46
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	TASA Midwinter Conference 2025-Principal Professional Development Reg Fees	255.23.6299	\$585.00
4	1	1	Get your Teach on Conference-Staff Development-Travel Expenses-meals/ Hotel/Mileage		\$1,931.25
4	1	1	TASA Midwinter Conference 2025-Principal Professional Development -Meals	255.23.6411	\$194.00
Sub-Total					\$2,710.25
Budgeted Fund Source Amount					\$2,970.00
+/- Difference					\$259.75
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$912.00
+/- Difference					\$912.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	DNHS Drama -3rd-5th Grade Academic Incentive Student Entry- Beauty and Beast Fall Musical		\$178.00
1	1	7	Sizzling Caesars, LLC- Pizza Incentive k-5th Grade 2nd Six weeks perfect attendance		\$142.78
5	2	2	Sam's Club-K-5th Grade Awards & Incentives		\$497.21
5	2	2	Lamac-Pk-5th Grade Students Awards/Incentives		\$167.89
5	2	2	Sam's Club-K-5th Fundraiser supplies		\$311.79
5	2	2	Sam's Club-Awards & Incentives K-5th Grade		\$208.60
5	2	2	Sam's Club-k-5th grade A Honor Roll/Perfect Attendance Incentive		\$107.76
5	2	2	Sam's Club-K-5th Fundraiser Supplies		\$255.72
5	2	2	Jeans Restaurant Supply-K-5th-Fundraiser supplies		\$108.03
5	2	2	Champions Teamwear-k-5th Grade Awards/Incentives		\$1,359.20
5	2	2	Deanan Gourmet Popcorn-3rd-5th Fundraiser		\$1,965.00
5	2	2	Sam's Club-K-5th Grade -Incentive -AR Celebration		\$93.12
5	2	2	HEB-Cookies/Punch K-5th Grade Literacy Day incentive		\$180.32
5	2	2	Positive Promotion -Pk-5th Grade-Incentive-Pencils		\$236.00
5	2	2	MJ's Printing-K5th grade College t-shirts		\$780.00
5	2	2	Sam's Club K-5th Grade AR Celebration Awards/incentives		\$69.86
5	2	2	Wal-Mart -5 K-5th Grade Helados Mexicanos		\$116.09
Sub-Total					\$6,777.37
Budgeted Fund Source Amount					\$18,069.00
+/- Difference					\$11,291.63
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$744.00
+/- Difference					\$744.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Sam's Club-Faculty Awards/Incentives		\$141.98
5	2	2	Sam's Club-Awards/Incentives-Staff appreciation		\$60.36
5	2	2	Sam's Club-Staff Incentives		\$188.38
Sub-Total					\$390.72
Budgeted Fund Source Amount					\$941.00
+/- Difference					\$550.28
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,304.00
+/- Difference					\$1,304.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Get Your Teach On-Staff Development Registration Fees		\$1,258.00
Sub-Total					\$1,258.00
Budgeted Fund Source Amount					\$1,320.00
+/- Difference					\$62.00
Grand Total Budgeted					\$71,426.00
Grand Total Spent					\$24,971.10
+/- Difference					\$46,454.90

# 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.



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

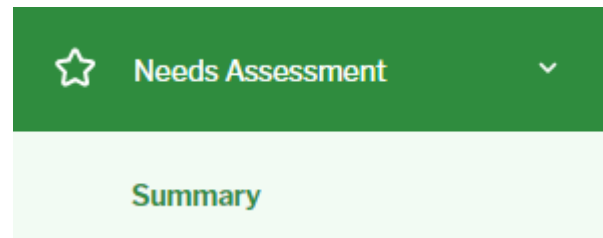
# CONT.

- 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.;

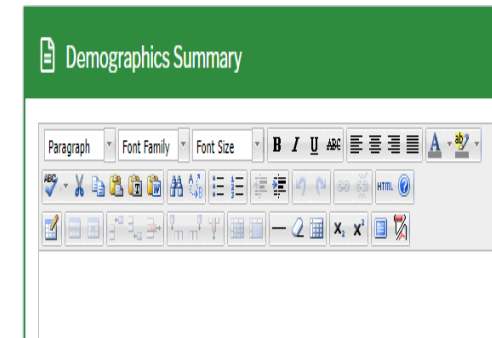


# DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

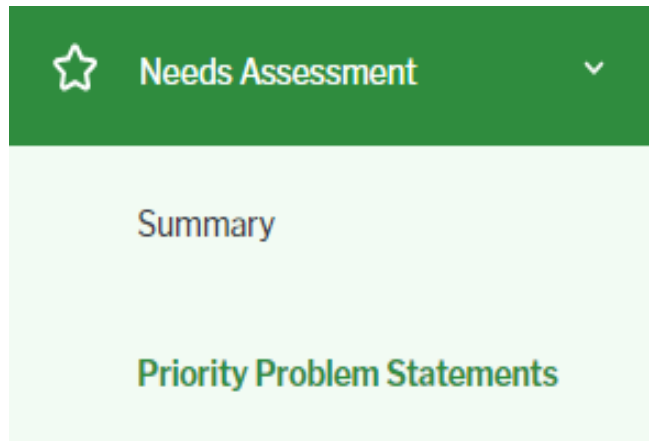


Demographics  
Student Learning  
School Processes & Programs  
Perceptions



# CONT.

- Enter problem statement and root cause





## Demographics

1	<b>Problem Statement</b> : 86 % of students are considered at risk. <b>Root Cause</b> : Students are economically disadvantage, parents not as involved, not exposed to the experiences other students may have. <a href="#">Edit Associated Areas</a>
2	<b>Problem Statement</b> : Attendance rate was low, this year we had an average of 89.59%. <b>Root Cause</b> : 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. <a href="#">Edit Associated Areas</a>
3	<b>Problem Statement</b> : School clubs and other activities were suspended for the year, or there was low participation. <b>Root Cause</b> : 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. <a href="#">Edit Associated Areas</a>

# 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

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# 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

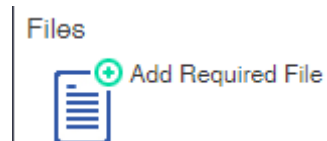


- Click on #3 CNA Documentation

**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



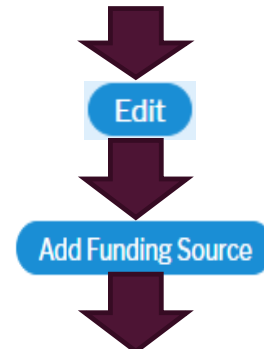
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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;

