

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

Mission Statement

Mission

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

Vision

Vision

M. Rivas Primary Discovery Academy students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

Motto

“Learn, Grow, Explore”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

M. Rivas Primary Discovery Academy is the only early childhood facility in the district. It has a population of 394 students enrolled in Pre-K 3 through 2nd grade. The number of students enrolled has been increasing for two consecutive years. Student attendance is at 92%. It has a high retention rate of highly qualified teachers and staff. Every classroom has a teacher and a teacher assistant.

The student population is 100% Hispanic/Latino, and 89.34% of our students are economically disadvantaged. Special programs in art, coding, health, robotics, music, and physical education are offered to students. A Gifted and Talented (G.T.) teacher works with G.T. students. Discovery rooms and outdoor discovery areas are used to provide students with hands-on learning

Demographics Strengths

- First early childhood campus. (PreK - 2nd)
- Increase in student enrollment from past years.
- 92% student attendance
- 96% retention rate for teachers and teacher assistants
- 100% of teachers are certified
- Paraprofessionals are highly qualified.
- Teachers are GT certified.
- Most teachers are bilingual certified to assist with first year language acquisition.
- Full day Pre-K 3 & 4 classrooms
- After School Tutoring Programs. (ACE and PreK)
- Special Programs - Art, Coding, Health, Robotics, Music, Library, Computer Lab, Guidance Classes and PE.
- Every class has a teacher assistant. (PreK - 2nd)
- GT Teacher is available to work with students.
- Tutors are retired teachers
- Garden areas for students to explore and learn

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pre-K 4 classrooms have an average of 24 students **Root Cause:** Not enough pre-K 4 classrooms and there's no state or district max number of students.

Problem Statement 2: 52.15% of our student population is monolingual receiving the majority of instruction in a second language **Root Cause:** Our student population has undergone changes and our current bilingual program structure has remained the same.

Problem Statement 3: Student attendance has decreased from previous years. **Root Cause:** We are an early childhood campus serving younger students, who tend to get sick more often.

Student Learning

Student Learning Summary

Donna ISD continues to focus on students' success. For this school year the teachers have had a variety of resources to analyze student data. For example, Amplify, iReady Math, CLI, Six Week Exams, and Istation. Not only are the teachers using the resources but are monitoring the students time and progress. With the help of the ILT members the teachers are being trained on the 20 coaching vocabularies. Student growth is shown across all platforms of assessments. For those students who are not on or above grade level a variety of resources are available.

Student Learning Strengths

Teachers have a variety of resources to analyze student data. For example, Amplify, iReady Math, CLI, Six Week Exam, and Istation

Teachers keep track of student's time and progress.

Student growth across all platforms of assessments.

A variety of resources available for students who are not on or above grade level.

Student trackers such as profile sheets, HIT groups and MTSS/RTI logs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although data shows CLI for PreK 4 has increased from BOY to MOY for the current school year when it is compared to the past school year it shows regression. **Root Cause:** Compared to last year the class size for the current year has increased. Districts 2-Way dual language model makes it difficult due to most of the students being monolingual with an 80% spanish instruction and 20% English instruction.

Problem Statement 2: Data from 2nd grade students 4th six weeks shows that an area of need is RLA. **Root Cause:** Students' lack of comprehension skills are not where they should be due to other assessments that are being administered to them focusing mainly on their foundational skills.

Problem Statement 3: Students' data for IReady math shows a small growth from BOY to MOY across all grade levels. (K-2) **Root Cause:** IReady is a new program to both

teachers and students for the current school year. Although students and teachers like it they are both learning about how the program needs to be used.

School Processes & Programs

School Processes & Programs Summary

M. Rivas Primary Discovery school process data shows that our campus is showing lots of gains in the areas of our computer programs, Thematic Curriculum, and how we collaborate with each other in our grade level planning periods. Although we do not have 100% bilingually certified teachers they still met all district requirements to gain employment. They are in the process of getting certified. Along with our teachers we have Specialty teachers, paraprofessionals that assist in providing high quality education for all demographics.

School Processes & Programs Strengths

- I Ready Reading
- I Ready Math
- I Station
- Makinvia
- Frog Street
- HMH

- Thematic/Campus Curriculum
- Grade Level Planning Period
- ILT (Instructional Leadership Team
- Pull out tutorials
- GT Teacher
- Specials Teachers
- Dyslexia Teacher

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some Spanish Reading programs are not available. **Root Cause:** I Ready Reading Spanish is not as fully developed as English.

Problem Statement 2: Special teachers also use thematic curriculum. **Root Cause:** Collaborate with the rest of grade levels for thematic curriculum.

Problem Statement 3: More opportunities for in-person professional development from highly qualified instructors for professional and para-professionals. **Root Cause:** We are still seeing learning gaps in student performance, in the areas of Reading and Math. Teachers still need more Researched Based Instructional Strategies to help students in closing the gaps.

Perceptions

Perceptions Summary

After analyzing this year's data, the CNA Perception committee has established the strengths of M. Rivas Primary Discovery Academy. The following are the strengths based on our findings. One evident strength would be the intervention programs offered at this school. For example, the Positive Behavior Interventions and Supports (PBIS), Capturing Kids Hearts, Communities in Schools (CIS), After School Centers on Education (ACE), and the PK3-PK4 after-school program are some of the intervention programs available. These programs provide all our students with academic, emotional, and physical support. In addition, the school has considerable parental involvement, support, and communication. With a new parent and family engagement liaison, the process of volunteering, communicating, and supporting the school has become effortless for parents. Community organizations such as Girl Scouts and Knights of Columbus have significantly impacted our students.

Furthermore, ClassDojo, the Remind App, Facebook, and the X app are some pathways stakeholders can use to stay connected to the school. Lastly, teachers and staff feel supported by the administration and their colleagues. In the Campus Culture Survey, 4.6 out of 5 teachers stated they feel support from each other.

Perceptions Strengths

- Interventions Programs
- Parental Involvement and Support
- Parent Communication
- Community Involvement (Girl Scouts, Knights of Columbus, Heroes, Texas A & M...)
- Teachers and staff feel supported by administration and their colleague

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus student attendance is not reaching the district or campus goal of 98%. **Root Cause:** Students are not motivated enough to come to school everyday.

Problem Statement 2: Increase in student referrals. **Root Cause:** Same student are being referred to the office for repeated infractions.

Problem Statement 3: The same students are being recognized during campus celebrations and not for student growth. **Root Cause:** Lack of frequency and scheduled time for celebrating student progress.

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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
- Special education/non-special education population including discipline, progress and participation 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

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

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:




- *2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Math will increase from 41% to 46%
- *2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Reading will increase from 65% to 70%
- *The percentage of students ready for 3rd grade will increase from 47% to 55%

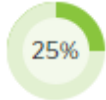




HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 77% to 100% by September 30, 2025. Include Homebound services and tutors</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Warehouse Supplies - Title I (211), Warehouse Supplies - Bilingual (162), PPE supplies for teachers and students for classroom - ESSER II (281), Money to be used for student Incentive to recognize attendance, Promotion, Kinder Graduation - Student Activity (865), Tutors - State Comp. (164) - \$13,675, - Coke Activity Account (899), Warehouse Supplies - Title III (263), - Library Account (898) - 2190, Field Trips - State Comp. (164) , - Local (199), Homebound Services for student - State Comp. (164), - GAPP (488) - \$25,000</p>	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 80% to 100% ,the use of visual stimuli from 85% to 100% and utilization of processing tools from 75% 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: Field Trips for hands on experiences. 1st Grade Field trip - State Comp. (164), Field trips for hands on experiences. 1st grade field trip - Student Activity (865), Instructional materials for teacher classroom for student instruction - Title I (211), Extended day PK3 and PK4 - Title I (211), Instructional material - Title III (263), Field Trip Kinder - State Comp. (164), Field Trip Kinder - Student Activity (865), Field Trip PK4 Transportation & Entrance Fee - State Comp. (164), Field Trip PK4 Meals - Student Activity (865)		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 0% to 60% 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 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - Local (199), - State Comp. (164)		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 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	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: Campus administration, counselors, and teachers. Funding Sources: Rivas PK3/PK4 Extended Day - Title I (211) - 11.6118 - \$14,880	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Identify 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: Campus Administrators, Librarians, Counselor, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: 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.</p> <p>Schools will receive funds based on enrollment as follows:</p> <p>800+3,000</p> <p>500-799 2,000</p> <p>250 - 499 1,000</p> <p>The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The campus will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. M. Rivas 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 campus ADA from a 93% to a 95% for 24-25 school year</p> <p>for 25-26 goal is a 96%</p> <p>for 26-27 to a 97%</p> <p>Staff Responsible for Monitoring: Campus ARC</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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--sTfJ6laXYwK9DrKbINSE0/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	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	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	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				




Goal 2: Focus on Family and Community Engagement







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

Evaluation Data Sources: * training invitation

* training sign-in sheets





* training agendas







Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.2 Funding Sources: - Title I (211) - 11.6499	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, Grandparents Day, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.1, 4.2 Funding Sources: - Title I (211) - 11.6499, - GAPP (488) - 11.6499	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, Parent Liaison		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: 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 M. Rivas Primary Discovery Academy will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.









Strategy 1 Details	Reviews			
Strategy 1: M. Rivas 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: - Local (199), Intercom to be installed in the nurses office - Local (199) - 23.6499	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: M. Rivas will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 Funding Sources: - Local (199), - State Comp. (164) - 6498, - Student Activity Fund (865)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: M. Rivas 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: M. Rivas 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: M. Rivas custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: M. Rivas child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: M. Rivas will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: M. Rivas will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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



Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Leer es Poder! Region One workshop #318896 - Local (199) - \$0	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 ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title II Teacher/Principal (255)	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 ESF Levers: Lever 3: Positive School Culture Funding Sources: Staff Incentives - Local (199) - 6498, - GAPP (488) - 6499 - \$28,266	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 M. Rivas 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		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 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199)		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Vouchers - Title I (211) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: 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 - 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. 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	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify








Discontinue

Goal 5: Focus On Financial Stewardship







Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for M. Rivas Primary Discovery Academy 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	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: M. Rivas 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: M. Rivas 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: M. Rivas will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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
Classroom Teacher	Victoria Hernandez	
Non-classroom Professional	Savina Macias	Librarian
Paraprofessional	Norma Ortega	
Paraprofessional	Javier De Luna	
Classroom Teacher	Hermelinda Lomas	
Classroom Teacher	Dora Gonzalez	
Classroom Teacher	Alicia Chavez	
Administrator	Irazema Reyes	
Administrator	Rosalinda Navarro	
Counselor	Erica Rivera	

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,520.00
+/- Difference					\$5,520.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Homebound Services for student		\$0.00
1	1	1	Tutors		\$13,675.00
1	1	1	Field Trips		\$0.00
1	1	2	Field Trip Kinder		\$0.00
1	1	2	Field Trips for hands on experiences. 1st Grade Field trip		\$0.00
1	1	2	Field Trip PK4 Transportation & Entrance Fee		\$0.00
1	1	3			\$0.00
3	1	5		6498	\$0.00
Sub-Total					\$13,675.00
Budgeted Fund Source Amount					\$5,940.00
+/- Difference					-\$7,735.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
3	1	3	Intercom to be installed in the nurses office	23.6499	\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
4	1	1	Leer es Poder! Region One workshop #318896		\$0.00
4	1	3	Staff Incentives	6498	\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$0.00
1	1	2	Instructional materials for teacher classroom for student instruction		\$0.00
1	1	2	Extended day PK3 and PK4		\$0.00
1	1	5	Rivas PK3/PK4 Extended Day	11.6118	\$14,880.00
2	2	2		11.6499	\$0.00
2	2	3		11.6499	\$0.00
4	2	5	Clothing Vouchers		\$1,000.00
Sub-Total					\$15,880.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					-\$7,880.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Money to be used for student Incentive to recognize attendance, Promotion, Kinder Graduation		\$0.00
1	1	2	Field Trip PK4 Meals		\$0.00
1	1	2	Field trips for hands on experiences. 1st grade field trip		\$0.00
1	1	2	Field Trip Kinder		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,075.00
+/- Difference					\$5,075.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00

Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$828.00
+/- Difference					\$828.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		2190	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,978.00
+/- Difference					\$1,978.00
GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$25,000.00
2	2	3		11.6499	\$0.00
4	1	3		6499	\$28,266.00
Sub-Total					\$53,266.00
Budgeted Fund Source Amount					\$28,266.00
+/- Difference					-\$25,000.00
Grand Total Budgeted					\$65,607.00
Grand Total Spent					\$82,821.00
+/- Difference					-\$17,214.00

Addendums

Donna Independent School District Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Donna Independent School District
Procedimiento de traducción

Propósito:

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

Tipos de traducción disponibles:

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

Datos utilizados para determinar las necesidades de traducción:

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

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

Documentos/Información a traducir:

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

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

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

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

Monitoreo:

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

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

Mission

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

Number One Outcome

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

Our Shared Beliefs

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

DISD Strategic Plan Goals

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

PURPOSE OF A CNA

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

HOW DO WE START THE CNA PROCESS?

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



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

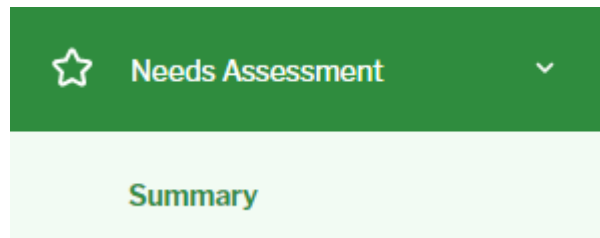
CONT.

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

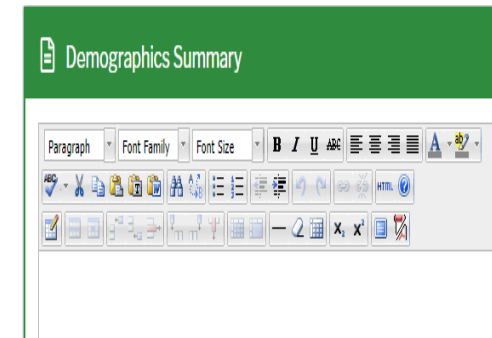


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

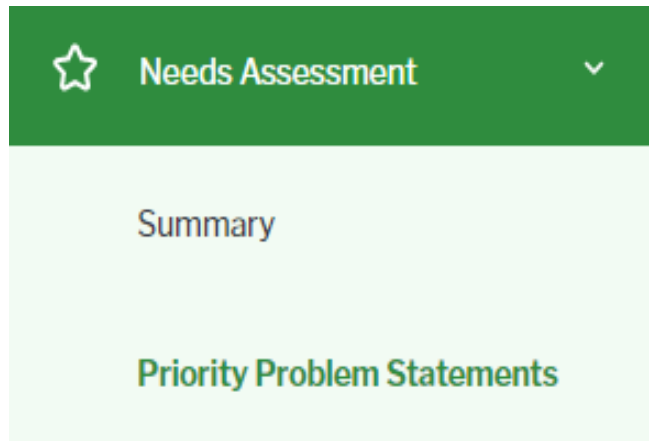


Demographics
Student Learning
School Processes & Programs
Perceptions



CONT.

- Enter problem statement and root cause





Demographics

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

CONT.

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

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



Accountability Data

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

Save Accountability Data

UPLOADING DOCUMENTATION ON TITLE I CRATE

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

Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER



Home



District Crate Upload



Reports



History

CONT.

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

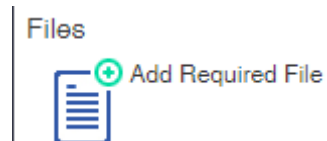


- Click on #3 CNA Documentation

3

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

- Click the + add required file and upload your documents



QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

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



PROFESSIONAL PRACTICES (GOAL 1)

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



STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

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



PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

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



STAFF ENGAGEMENT (GOAL 1 AND 2)

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



STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

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



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

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



QUESTIONS TO CONSIDER

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



LAST STEP - BUDGET

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



Focus On Student Success



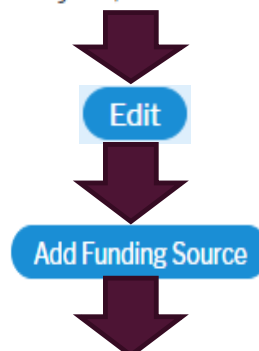
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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

CONT.

Strategy 1

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



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

BREATHE

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

