Donna Independent School District

P.S. Garza Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of P.S. Garza 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 Statement

All P.S. Garza students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

Value Statement

P.S. Garza's Number One Goal

To PREPARE ALL students to be READY to graduate per their expected graduation date, ready for college, career or military

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics
Who are we? With whom are we engaged? With what level of success? How do we know?
What: Description of School~School Environment Data~Students Race/Ethnicity~Student Groups~Staff Quality & Data~Parents/Guardians/ Community

How do we describe our school? What is our story? Ex., size, grade span, age, location, magnet, open enrollment, neighborhood school
Patricia S. Garza is a neighborhood school serving the rural community located on the north side of Donna, Texas. Its grade levels span from Pre-kindergarten to the fifth grade and ages range from 3 years to 12 years old. There are 620 students enrolled for the 2023-2024 school year.

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

Our stakeholders include our students, families, teachers, staff, community partners, and district leaders that all support our school. We prioritize collaboration and engagement with all stakeholders to ensure that the development and implementation of our upcoming improvement plan is inclusive and reflective of the diverse needs and perspectives of our community. Our stakeholders are included in various ways throughout the planning process, including surveys, focus groups, town hall meetings, and other forms of feedback and communication. We also have a dedicated school improvement team, consisting of representatives from different stakeholder groups, who work together to analyze data, identify areas for improvement, and develop action plans. This team ensures that all stakeholders have a voice in the planning process and that their input is considered in decision-making. We believe that strong partnerships with our stakeholders are essential to our school's success, and we are committed to fostering ongoing collaboration and communication to support the academic and social-emotional growth of our students.

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

Yes, our special programs do align with the needs and desires of all students.
P.S Garza has special program teachers that work with students that are migrant, Emergent Bilingual, dyslexia, and GT students. The READY program is also an afternoon school program that teaches students different athletic sports. The ARTES program is an afternoon program that assists students that enjoy playing musical instruments. Students also compete in ACES, Battle of the Books and Spelling Bee.

What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs?
The percentage of students who are migrant 3.69% (21 students)

The percentage of students who are experiencing homelessness 6.83% (69 students)
The percentage of students who are served in special education 10.33% (42 students)
The percentage of students who are Emergent Bilinguals 70.48% (382 Students)
The percentage of students who are at-risks 90.4% (488 students)
The percentage of students who are gifted 4.61% (25 students)

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

The student behavior trends are:

Aggressive Threatening behavior: 30 counts with 19 referrals, 17 out of school suspension and 0 in school suspensions. Grades affected 5th with 7, 4th with 5, 3rd with 10, 1st with 1 and Kinder with 1.

Insubordination: 2 count with 2 referrals and 2 in school suspensions. Grades affected, 5th with 1, 4th with 1, and 3rd with 10.

Disrespectful/Rude: 3 count with 3 referrals and 1 in school suspension. Grades affected, 5th with 5 and 4th with 2.

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

As per 2021-22 the Student Information Mobility Rate (TAPR) at PS Garza Elementary is as follows:

Total mobile students: 67   14%

By Ethnicity:

African American 1   0.2%
Hispanic: 66   14.4%
White, Asian, Two or more races 0   0%

Count and Percentage of SPED students who are mobile	8	10.4%
Count and Percentage of EB/EL students who are mobile	53	15.0%
Count and Percentage of Econ Dis students who are mobile	67	14.8%

What systems do we have in place to address the effects of mobility? As per campus, making parent contact and guiding parents. The truancy officer makes home visits.

What are dropout rates and which students are dropping out? There is no dropout rates or listing of students dropping out. N/A

What are the retention rates for all groups of employees?

Retention rate was high for teachers. Teacher – 86% 5 teachers, 3 left to promotion, 1 transfer, 1 to another district. Teacher 68% - 8 total, 3 promotion, 2 moved, 3resigned. Administration retention was at
75% - One left due to promotion.

What is the average class size, student-to-teacher ratio and student-to-support staff ratio?
The average class size is 18.6 students amongst 37 teachers throughout the campus. As grade levels it follows, on average:
Pk-3 19:1

Pk-4 18:3
Kinder 17:4
First grade 18:5
Second grade 15:5
Third grade 21:6
Fourth grade 21:4
Fifth grade 20:4
Life skills 12:2

What is attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?
Campus attendance has improved significantly for the 2022-2023 6,253 absences.   92.77%
2023-2024 6,877 absences   91.91%

Campus attendance in the 2023-2024 school year has decreased compared to the 2022-2023 school year. Teacher and Attendance staff continue to make parent contact to address absences. Students are encouraged on a daily basis to attend school and are given incentives to promote perfect attendance.

What race/ethnicity/gender percentages make up our student population and how does it differ from the past?
For the school year 2023-2024 research shows that P.S Garza Elementary has the following population: 46.70% students are male and 53.3 are female. Of which, 93.4% are Hispanic; 0% are American Indian/Alaskan; .0% are Asian; .0.2% are African American. Population for the previous year was at 50.37 % students are male and 49.63 are female. Of which, 99.26% are Hispanic; .37% are American Indian/Alaskan; .18% are Asian; .18% are African American.

What percentage of students do we serve in various groups? Ex. Economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at risk.
Based on the latest data available from TEA, 22 School Report Card, P.S Garza serves the following   groups.
Economically Disadvantaged 99.3 %
EIS/EBS 74.1%
SpEd 10.3 %
Homeless 7.4 %
Migrant 2.9%
GT 3.3%
AP N/A
At Risk 92.3%

13: Who is our staff and how do their skills align with student needs/demographics?
The following data represents teachers at P. S. Garza:
Based on the TAPR 2021-2022 report P. S. Garza Elementary (108902113) has the following staff:

*Teachers by Experience:

-Beginning Teachers=1

-1-5 Years Experience=6

-6-10 Years Experience=10

-11-20 Years Experience=14

-21-30 Years Experience=3

-Over 30=0
*Teacher by Degree:
-Bachelors=82%
-Masters=18%
-Doctorate=0%

Capacity Levels:
-Pre-K3=1
-Pre-K4=3
-Kinder=4
-First Grade=4
-Second Grade=5
-Third Grade=4
-Fourth Grade=4
-Fifth Grade=3
-Music=1
-P.E./Health=2
-Inclusion=1
Teachers by Ethnicity:
-Hispanic=100%

Patricia S. Garza teachers acquire skills by attending professional development both in and out of the district, including on-line trainings. Most importantly, Patricia S. Garza is a dual language campus and ____% of teachers are bilingually certified to meet the needs of our emergent bilingual students.

In addition, teachers follow the Texas Essential Knowledge and Skills, TEKS, to strategize and meet the needs of all students. They plan and develop engaging lessons to aid students in acquiring mastery of skills in the core content areas.

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

Based on the U.S. Census Bureau:

Ages:

    Under 5 years: 8.1%
    Under 18 years 34.7%
    65 years and older: 15.8%

Owners:

    67.5%

Education Levels:

    High School Graduate or higher: 64.0%
    Bachelor's degree or higher: 12.7%

Diversity:

    White: 59.9%
    Black: 0.2%
    American Indian and Alaska Native: 0%
    Asian alone: 0%
    Native Hawaiian and Other Pacific Islander: 0%
    Two or more races: 0.5%
    Hispanic: 93.4%
    White alone, not Hispanic or Latino: 5.7%

How do we interact with the major employers and the universities/community colleges in our community?
    - By promoting college bound
-Planning field trips to Universities/ Community Colleges
-Inviting major employers annually to our school for career day

Strengths:

Attendance from last year 89.54% to 92.3 % this year has increased.

Teacher retention rate is high. 90%

Teacher are representative of our student population

Teachers with years of experience and highly qualified teachers.

Weakness:

There is a need for community outreach/ parent involvement within the parent community. Cause: lack of social emotional support for students, which could be fulfilled wit

Demographics Strengths

Strengths:

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Problem Statements Identifying Demographics Needs

Problem Statement 1: There is little to no participation from parents in parental engagement opportunities.   **Root Cause:** Parents are not being educated or held accountable on the importance of their child's education.

Student Learning

Student Learning Summary

Student Learning

HOW DO OUR STUDENTS PERFORM OVERALL COMPARED TO SIMILAR SCHOOL/SCHOOL SYSTEMS?

Based on the English RLA Benchmark Assessments taken in January 2024:

English 5th grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 5th grade Garza Elementary English students are 80% better than the rest of the campuses.

English 4th grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 4th grade Garza Elementary English students are doing relatively better than 85% of the different campuses.

English 3rd grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 3rd grade Garza Elementary English students are 20% better than the rest, leaving this campus 2nd to last.

Based on the Spanish RLA Benchmark Assessments taken in January 2024:

Spanish 5th-grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 5th-grade Garza Elementary Spanish students are not performing to the passing standards needed.

Spanish 4th-grade RLA benchmark assessment data confirms that, compared to other campuses closely related to Garza Elementary student demographics, 4th grade Garza Elementary Spanish students are 45% better than the rest of the campuses.

Spanish 3rd-grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 5th-grade Garza Elementary Spanish students need to perform to the passing required standards and are third to last compared to other campuses.

Based on the Math Benchmark Assessments taken in January 2024:

5th grade Math benchmark assessment data shows that Garza Elementary does 50% better than the other campuses with similar demographics.

4th grade Math benchmark assessment data can determine that Garza Elementary does 50% better than the other campuses with similar demographics.

3rd grade Math benchmark assessment data can determine that Garza Elementary does 50% better than the other campuses with similar demographics.

Based on the Benchmark Assessments taken in January 2024:

Garza Elementary is doing, on average, 50% better in English than those other campuses that simulate our demographics; we still need to meet 70% mastery in the grade level and area. In other words, 50% of our students must be on grade level in reading and language arts.

While our English students are excelling, our Spanish students are facing challenges. This is not just a campus issue, but a district-wide concern. The data indicates that 60% of Spanish testing students need to meet grade level standards for reading and language arts.

Garza Elementary is doing, on average, 50% better than those other campuses that simulate our demographics; we still need to be at a meets level of 70% mastery in the grade level and area. In other words, 50% of our students need to be on grade level in math.

ARE INDICATORS AVAILABLE TO SUGGEST INDIVIDUAL STUDENT GROWTH / LONGITUDINAL DATA? WHAT DOES THIS DATA TELL

US ABOUT INDIVIDUAL STUDENT LEARNING?

Yes, there are indicators available that suggest individual student growth data. Our campus uses Amplify, I station, and i-Ready math for individualized student reports. This data shows each student's individual academic growth. It also groups students according to their needs and provides them with activities that support their academic achievement.

HOW DO FORMATIVE RESULTS COMPARE TO OUR SUMMATIVE RESULTS?

Our formative assessment, such as quizzes (weekly/daily), homework, exit slips, graphic organizers, random questioning, or writing prompts on Google Docs, is used to identify a skill or concept the students are having difficulty with.
Our formative assessments, such as quizzes, homework, and exit slips, play a crucial role in improving our summative results, such as end-of-course and semester exams. They help us identify areas where students are struggling and tailor our teaching methods accordingly.
They allow us to monitor students' learning progress and give immediate feedback.
The summative results will determine the concepts we need to spiral in our formative assessments.

HOW DO FORMATIVE RESULTS USED TO IMPROVE STUDENT LEARNING AND/OR CLASSROOM TEACHING?

Formative results are used to improve student learning, establish a one-on-one relationship with every student, and learn each student's strengths and shortcomings.
Students Learn how to self-evaluate their own learning and compare their scores to the standards set by their teacher or administrator.
The formative assessments allow teachers to have rigorous data and make effective decisions on time, such as end-of-course and semester exams. They allow us to monitor students' learning progress and give immediate feedback. Based on the summative results it will determine the concepts we would need to spiral in our formative assessments.

HOW ARE OUR YOUNGEST LEARNERS (PREK-3RD) PERFORMING IN ELA AND MATH?

Our youngest learners perform on levels related to oral language, print knowledge, phonological processing, and math.
In math, they can count, and some can recognize numbers 1-10.
Students are developing the necessary skills needed to learn
> share and cooperate
> working together
> taking turns
> participating in group activities
> follow simple directions
> communicating wants and needs.

WHAT PROGRAMS DO WE HAVE IN PLACE TO ADDRESS STRUGGLING OR AT-RISK STUDENTS? DO THESE PROGRAMS MEET THE NEEDS OF OUR STUDENTS WITH DISABILITIES, SECTION 504 STUDENTS, GENERAL EDUCATION STUDENTS NEEDING INTERVENTIONS, AND/OR ABSENT CHRONICLE STUDENT?

Section 504 requires recipients to provide students with disabilities with appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. For example, appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, regular classes with supplementary services, and/or special education and related services.

Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness.

We are making innovative changes to classroom instruction

Connecting families to schools and school activities.

We are maximizing the use of community resources.

We are reorganizing crisis assistance and prevention.

We are improving links to external mental health and behavioral services.

WHAT ADDITIONAL HELP DO WE OFFER TO STUDENTS WHO ARE FAILING OR RETAINED? HOW DO WE MEET THE INDIVIDUAL NEEDS OF OUR STUDENTS OF RETAINED STUDENTS AND/OR STUDENTS WHO PERSISTENTLY STRUGGLE WITH ACADEMIC CONTENT?

Our campus offers additional help to failing or retained students by providing them with intervention strategies based on their needs.

The district has hired well-trained teachers/tutors.

Teachers and tutors work with students one-on-one and during small group instruction time.

Students who persistently struggle with academic content are placed on the RTI (Response To Intervention Plan), which monitors them to guarantee their academic success.

HOW IS ACADEMIC SUCCESS MEASURED WITH REGARD TO OUR LOCAL EDUCATIONAL PROGRAMS?

Donna Independent School District is committed to creating bundles, six-week tests, and diagnostic tests aligned with the TEKS (Texas Essential Knowledge and Skills). These assessments are designed to cater to each student's unique learning needs, with skills spiraled throughout the year. We understand that every student is different, and we provide accommodations to meet their individual needs. Our approach to student learning is comprehensive, using both direct and indirect measures for assessment.

WHAT PERCENTAGE OF OUR STUDENTS ARE ON TRACK TO GRADUATE ON TIME? HOW DO WE PREVENT OUR STUDENTS FROM DROPPING OUT OF SCHOOL?

The results of the Benchmark examinations, conducted in January 2024 for reading and math, are of significant importance. Focusing on 3rd, 4th, and 5th grade students, the data reveals that 56.8% of students who passed the Reading STAAR Benchmark test are on track to graduate on time. Similarly, 52.6% of students who passed the Mathematics STAAR Benchmark test are also on track to graduate on time. Considering only those students who took and passed the Reading and Mathematics Benchmark tests, the overall estimate is that 47.6% of our students are on track to graduate on time.

Donna ISD offers a diverse range of CTE Programs, each designed to provide students with a career-focused education and on-demand certifications upon high school graduation.   The CTE department boasts an extensive list of programs, including but not limited to Welding, Barber Operator, Real Estate Sales Agent, Cosmetology Operator, Medical Coding Specialist, EKG Tech, Pharmacy Tech, Security Officer, Veterinary Assistant, and Auto CAD.   These programs equip students with certifications, preparing them for the job market.

Higher Graduation Rate—Data shows that students who are given a chance to start working toward their career goals and given real-life applications to traditional courses are more motivated to succeed.

Teaching in-demand soft skills- "soft skills" such as attention to detail and critical thinking are the most in-demand skills in today's job market. Because CTE students are

taught these competencies as they prepare for the workforce, they will have an advantage.

Hands-On Learning- CTE students do abundant hands-on learning in traditional math and science classes with real-life applications. This practical approach enhances their understanding of the subjects and equips them with the skills they need in the real world. As a result, they are more likely to excel in research and critical thinking development than their non-CTE counterparts. Increase Career Exploration- Too many students graduate without knowing what they want to do. But at its root, CTE is career-focused. Getting these youths to think about their future proves to be beneficial for all students.

CTE is not just about preparing students for the job market; it's about addressing the needs of high-growth industries. By equipping students with the skills and knowledge these industries demand, CTE helps close the skills gap and ensures a prosperous future for our economy.

HOW IS RESPONSE TO INTERVENTION (RTI) BEING IMPLEMENTED? IS THERE DATA TO SUGGEST THE IMPLEMENTATION IS SUCCESSFUL?

Interventions are part of class-wide instruction. Teachers break students into small groups depending on their skill levels or learning interests. Students who are not making enough progress work on their skills in a small group with a tutor/teacher

A description of the skills the child struggles with
A description of the research-based intervention the child is getting
Details about how often the intervention will be provided and for what length of time
Details about who will be providing the intervention and in which classroom
A description of how progress monitoring words and how often progress will be measured
The criteria for determining whether the intervention is successful.

WHAT DO CLASSROOM OBSERVATIONS REVEAL ABOUT THE CORRELATION BETWEEN STUDENT SUCCESS AND TEACHER EFFECTIVENESS? HOW IS THIS ADDRESSED?

Classroom observation is a powerful tool that checks and adjusts a teacher's performance and ensures that students are getting the most out of their lessons. This, in turn, leads to improved academic performance, benefiting both the students and the school as a whole. Observations prompt teachers to review their curriculum, assessments, and instructional strategies, enhancing the learning experience.

The weakness we put was parent involvement and academic language for Bilingual students.

Collaborative Skills

able to work effectively in a group or team toward a shared goal or outcome
makes a significant contribution to the achievement of group objectives
respects and supports other group members
communicates effectively with group members
is open to feedback, negative and positive

able to resolve group conflicts in a productive manner
Planning and Organizational Skills

Student Learning Strengths

1. All Teachers have been trained on utilizing a common instructional framework. Teachers have implemented the gradual release model with a focus on academic vocabulary, visual stimuli and processing tools.

2. 7 steps to a language rich classroom environment are being implemented by all grade levels. All staff shares a common language.

3. Walkthroughs have been conducted consistently by Administration, TNTP and Seidlitz to provide teachers with support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers are not consistently utilizing data after assessments to drive their instruction and ensure student mastery.   **Root Cause:** A lack of consistent expectations and accountability for checking that teachers understand the purpose of analyzing data.

School Processes & Programs

School Processes & Programs Summary

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School Process

2023-2024

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1.Q – What is the process for recruiting and hiring high-quality educators?

Highly qualified teachers are recruited through job fairs and holding interviews with applicants at Donna ISD. P.S. Garza hires teachers who have at least a bachelor's degree in education or have completed the Alternative Certification Program. All teacher assistants must also have earned college credit hours. All applicants have been screened by P.S. Garza administrators and interviews are conducted with P.S. Garza educators as well to that qualified candidates are hired to ensure student success.

2.Q – Are the roles and responsibilities clear?

Each candidate is given the opportunity to ask questions throughout the hiring process. Candidates are also provided with information on job details. Here at P.S. Garza, we ensure each candidate understands the importance of student success and roles and responsibilities are clear.

3.Q - Are educator's strengths matched to classrooms and subjects based on students need?

Yes, at Patricia S Garza Elem. educator's strengths are matched to help meet the needs of our students. The majority of out Teachers are bilingual certified to provide the support and needs of our Emergent bilinguals.

4.Q - What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching and learning?

Instructional teachers and leaders attend training sessions given by the district. The teachers then provide training to other staff members. The training targets visual stimuli, the gradual release model and how to create effective exit tickets. The training supports powerful teaching and learning which target the district's goal focusing on students

success.

5.Q - What systems are in place to support new or struggling teachers?

A mentor teacher within their grade level or curriculum area supports new or struggling teachers. Mentor teachers meet with them to provide assistance in becoming effective teachers. All teachers are given the opportunity to visit other classroom teachers to obtain ideas for their own classrooms. Teachers collaborate within their grade level to prepare, assess data collected, and create well-planned lessons. Teachers also receive training from ILT members on how to use various tools to create an effective teaching environment. Teachers have access to these resources throughout the year.

6.Q – Do teacher evaluation results correlate to summative and formative student data?

 Teacher evaluation results do correlate to student summative and formative data. Campus leaders meet with teachers at the end of the year to discuss evaluation and student data, and provide necessary feedback to assist in improving student and teacher growth.

7.Q - What level of understanding and buy-in does the staff have in regards to continuous improvement and CNA processes?

Our staff carefully selects different members to represent a new committee every year to converse about the goals and responsibilities that the campus has done. New members would be meeting approximately three times a year to discuss what needs to be achieved.

8.Q -What is the process for developing a focused improvement plan that addresses the root causes of low performance?

As a campus we first look at data to grasp a better understanding of the areas of low performance. We then work together with district personnel to develp strategies that will be used to target the needs of the campus with the main focus remaining on student success. Our campus has put together a leadership team which consist of 4 experienced teachers. The goal of the leadership team is to provide additional support and strategies to all teachers. All teachers will then implement these strategies with ongoing support from our district as well as campus leaders. The campus then continues to monitor the progress through data collected throughout the year including summative and formative assessments.

9.Q – How are all stakeholders involved in this process?

In order to create an action plan focused on improvement, it is imperative that all school personnel work in unison. The cooperation between staff at all levels will allow us to identify the root causes of our campus' deficiencies. The implementation of school-wide questionnaires can also help in determining areas identified by stakeholders as unsatisfactory. By working in unison and developing innovative strategies, we can target the needs of our students in a more effective way.

10.Q - What systems are in place to address needs and track progress towards intended outcomes of performance objectives?

At P.S. Garza Elementary, there are a variety of different programs that help keep track of the students' progress. Depending on the grade level, teachers are able to use IStation, Imagine Math, Amplify progress monitoring, and/or Circle testing results to measure student progress. Teachers and administrators are also able to use other grade monitoring from report cards, RTI meeting information, Success Ed, and Benchmark results. We are also able to use the campus tracker which keeps track of most relevant testing results as well as using data walls in classrooms and hallways. Administrator at our campus also have referenced back to STAAR and TELPAS score data from prior year(s) to help improve future testing scores that uses data driven instruction based on the areas that show a need for improvement. Our administrators are experts at analyzing score information to help improve our overall performance objectives.

11.Q – How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well rounded program of curriculum and instruction, including providing enrichment and acceleration?

Our curriculum and instruction are designed to align with the state standards (TEKS). The curriculum provides rigorous and challenging content which allows for differentiation and ensures all students are being challenged based on their needs. Our campus will provide an opportunity for students to use different methods and instructional strategies (7 Steps to a Language Rich Interactive Classroom and the Gradual Model of Responsibility) to strengthen the academic programs.   Increase the amount and quality of instructional time. Provide programs such as GT, ARTES, READY to provide well rounded education.

12.Q - How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences?

At P. S. Garza Elementary, we coordinate and integrate academic and CTE content by a career day throughout the school year. Students involved in the CTE courses within our district high schools come by and talk to our students all while explaining their experiences within the program. Students are provided with the opportunity to visit UTRGV throughout the year. Donna ISD has partnered with The University of Grand Canyon University to provide staff members in pursuing higher education. Throughout the school year, teachers use blended learning by providing students with activities with the use of technology.

13.Q – Is lesson planning data driven and include formative assessments and interventions?

Yes, lesson planning relies on data. Small group instruction is tailored to meet the students' needs. Formative assessments, such as exit tickets, targets the current TEKS being taught in the classroom. Exit tickets provides teachers immediate feedback and identify students who may need further assistance. In situations where most students are struggling, the teacher can modify the lesson plan for a TEK review. If only a few students are facing challenges, the teacher can address the TEK during intervention.

14.Q - In what ways do we protect and maximize instructional time?

The teachers utilize routines consistently and meaningfully in the classroom. Teachers create plans ahead of time organized to increase student learning for each lesson. Master schedules are created to adress student needs. Technology is also used to create structure and consistency with classroom time.

15.Q. – Is there equity of service for all students?

At P.S. Garza Elementary, teachers enable all students to overcome challenges and achieve success. Teachers devote themselves to develop lessons tailored to meet the needs of every student. Given the high proportion of economically disadvantaged students, Garza Elementary offers resources (technology devices, tutoring, educational materials, and extracurricular activities). Teachers track student performance to provide immediate feedback.

16.Q - What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary?

We as a district help our students transition from grade to grade by offering the necessary curriculum that is aligned with the students' appropriate age. Extra tutoring is offered to students who are struggling in the subject area they need help in.

Necessary information is provided for students who are transitioning to their next campus. Campus offers field trips to their future students. They provide orientation to showcase their options that are available to them as they progress from elementary to Middle School. Middle school to High School.

17.Q - What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals?

At P.S. Garza Elementary, most of our teachers present great classroom management which reduces discipline referrals. The campus presents procedures inside and outside of the classroom, for example, students walking on the correct side of the hallway as well as walking in a straight line. All teachers review classroom expectations at the beginning of the school year and each day which include the 5 B's. Capturing Kids Hearts is a program all teachers are implementing in and out of their classrooms, which includes a classroom contract all students signed and should abide by throughout the day. Establishing behavior expectations, reinforcing routines, and recognizing positive behavior are procedures that take place to reduce discipline referrals.

18.Q - What is the data for bullying, drug, violence, and suicide prevention, as appropriate? Include data on unwanted physical and verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate?

P. S. Garza Elementary has had 0 reported cases of bullying and 20 offenses classified as aggressive and threatening behavior. As for other offenses listed, our campus has not dealt with any of these incidents throughout the year.

19.Q - Do the programs we have in place align with our vision , mission, goals, and values?

Yes, through the programs our students are able to have a meaningful and relevant learning experience that inspires creativity, character, development, and critical thinking. programs we currently have target the vision of Donna ISD

are the Artes , Ready, Communities In Schools, GT, and Dyslexia teachers

20.Q - What is our plan for school safety? How do we address safety issues?

At P. S. Garza student and staff safety is our prime concern. To ensure that staff and students understand the importance of any emergency, our school conducts fire drills, lockdowns and shelter in place drills every month. In addition, all classrooms are provided with an evacuation map and Take Action poster. Through out the interior and exterior of our school, security cameras have been fitted at strategic points. At P.S. Garza one police officer and one security guard have been assigned. They consistently check all entrances and exits to ensure doors are locked. In order to enter our campus, all personnel is required to have proper identification. Our campus is staffed with an RN and a CAN for any medical

emergencies and student information is never given over the phone.

School Processes & Programs Strengths

Strengths:

- Campus has a high rate of teacher retention.
- Teachers present good classroom management and continue to build relationships with students on a daily basis.
- All stakeholders hold high expectations and work together to increase student success

Needs:

- Campus is still in need of a hiring committee
- Campus still lacks safety locks on some classrooms as well as computer lab
- Campus is in need of swipe key access features that will allow teachers to enter through A, B, and C wing as they need to re-enter campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students tend to get in to trouble when out of the classroom. **Root Cause:** There is limited continuum of enforcing expectations in the hallway by some staff members.

Perceptions

Perceptions Summary

Perception

How do the students and the staff describe the school and learning environment?
We feel safe because we have an officer and security guard on campus.

Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline?
According to the survey data, 86% of our staff feel safe and have a sense of belonging at our
school. 13% showed somewhat of safety and belonging. Are teachers feeling supported with
student discipline 69 % showed yes, 20% somewhat and 10 % no.

Do our teachers want to teach at the school? How do you explain the teacher turnover?
An estimated 76% of the teachers want to teach at the school. Although a high turnover rate can have a negative impact on a campus, a low turnover
signifies a positive and healthy work environment. At Garza Elementary 24% of teachers who decide to leave are replaced as soon as a qualified teacher
is hired to fill in the vacancy.

Do our teachers feel supported in their daily work, both by administration and by each other?
According to survey data, 60% of educators believe that the administration supports them. Educators reported that the administration speaks positively
and fosters an environment that enables them to accomplish amazing things that help students flourish. Conversely 70% of the educators said they felt
more encouraged by their peers, they might enhance their lesson preparations and make them more interesting.

How are we mentoring new teachers and struggling teachers. Is our process working?
All new hire teachers are required to participate in professional development prior to the beginning of the school year, per district policy. School
administrators will assign new teachers with a mentor to help teach and guide them throughout the school year. Struggling teachers are offered
professional development and additional help from curriculum specialists.

Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged?
According to the survey that was sent out, 93.1 students responded that they were
motivated to go to school. 72% of the parents felt that their child was supported and
protected. Here at Garza Elementary, We engage and challenge every student using best
practices such as 7 steps to a Language Rich Interactive Classroom.

Is there a difference in attendance, discipline, and academic data among varying subgroups of students?
According to the 2023-2024 data, there are notable differences in attendance, discipline,
and academic performance among various subgroups of students. These differences can
be influenced by factors such as socioeconomic status, race/ethnicity, gender, and
disability status. Here's an overview of how these factors affect each area:

Attendance

Socioeconomic Status: Students from lower-income families often face more barriers to regular attendance, such as transportation issues, the need to care for siblings, or having to work to support their families.

Discipline

Disparities: There are well-documented disparities in school discipline, largely influenced by behavior management practices and systemic inequalities. Most disciplinary actions occur in the upper grades.

Academic Data

Achievement Gaps: Achievement gaps are present at all grade levels. Progress is being made as students engage with resources such as tutoring, extracurricular activities, and conducive learning environments at home.

The disparities in attendance, discipline, and academic performance among different student subgroups underscore the need for targeted interventions and policies to promote equity in education. School districts can work towards closing these gaps by implementing culturally responsive teaching practices, providing additional support and resources to underserved communities, and addressing systemic biases within the education system.

What is the dropout rate? How do we explain it? Are there ethnic or race group trends?
The drop-out rate is not applicable to elementary, since students are still in the care of their parents.

Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working?
At P.S Garza 90% of our students consider and feel staff's goal is academic guidance and support all expectations areas the student needs for success in the school year 2023-2024. Yes, the processes are working. Throughout the year, students understand classroom expectations were clear, as well as challenges implemented by school staff. In summary teachers always collect and revise students' work in order to improve the overall learning experience while also rewarding positive behavior.

Do we provide conflict resolution among students? Is it working to decrease conflict?
When students are faced with conflict, they are allowed to independently give a brief explain situation. School staff or Admin will then allow students to resolve situation with adult assistance.

How do our parents and community stakeholders describe our school? Do we feel welcomed into the school?

According to the spring parent survey 42% of parents and community stakeholders feel that teachers and administrators at Patricia S. Garza Elementary create an effective school culture that promotes student learning.   100% of staff and students feel welcome every morning with enthusiastic and positive attitude from school staff who are greeting at the door.

What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement?
At P.S. Garza, we have provided a number of events for parents which include parents
meet the teacher, parent's night, literacy night, winter program, and afterschool activities
where students preform ARTES.

How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?

Parents are encouraged to participate in school functions. Families are notified through social media, flyers, school markee, and ClassDojo. The parent center coordinator and school counselor contact local businesses, businessmen, and other organizations are invited to participate as well. The school has built a rapport families and community members.

What is the level of support from the community? How do we measure participation?
We do receive a good amount of support from our community. We are not at 100% but still finding ways to improve. We measure participation in the community either by sending out email, flyers, or conducting surveys.

Do we create pathways to engage and support the community?
Different organizations have provided ESL lessons for parents to master the English language. Classes are were offered based on parent interest.

How do our parents, students, and community describe our school and administration? After collecting data from the CNA Perception survey And DISD (P.S. Garza) Parent & Family engagement survey, everyone's perspective of our school is good. However, there's always room for continuous improvement to make our school.
How do they describe the climate and culture of our school and school district?
According to the data from the surveys, the overall perception of the physical environments would be outdated. The campus itself is up to standard, but our pavilion and outdoor play area is in major need of renovations. Most students and staff feel comfortable and safe at our school. The students that are most satisfied with the school's culture and climate are the students that enjoy being in class and love learning from their specific teachers.

Do our parents feel their children are safe at school and from school?
According to the Garza Parent Spring Survey 71% of parents felt that their child was safe
at school and from school.

What strategies do we have in place to address student behaviors and bullying?
At P.S. Garza staff and students follow Capturing Kids Hearts to help address student behavior and bullying. Students have a social contract that consists of Respect, Team Work, Encouragement, and being nice to each other. Staff uses the four questions from Capturing Kids Hearts to address any behavior in and out of the classroom.

How does our school communicate with families, staff, and stakeholders about student performance, standards, activities, etc.?
P.S. Garza updates its parents with student performance, activities and standards in the
following manner: Student trackers, Reading levels, Progress reports, Report cards, State
assessments, District assessments, Informal teacher assessments, and Parent student
teacher contract

How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder's involvement?

The mission 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. The vision states that all students are empowered with academic and life skills to boldly lead and achieve personal success in a global society. According to the perception survey 76% of students and staff are collectively aligned with the vision and mission of P.S. Garza.

How does our school ensure access to information for our non-English speaking families?
At Garza Elementary we send out information in Spanish through all social media platforms: classdojo, Facebook, and P.S. Garza webpage, flyers, and school marquee.

Perceptions Strengths

Strengths

At Garza Elementary, the schools climate feedback from parents and students is positive. We offer a secure and comfortable learning environment. Students are highly encouraged to succeed and are shown a great deal of concern for student. We strive to promote constructive discussions with parents dealing with topics such as personal, academics, and other persistent barriers for family engagement.

Weaknesses

Based on results, we are lacking in the areas that involves parent participation . It was identified that some factors that led to low participation due to the following:
• Insufficient notice
• Meetings held during work hours
Other areas which, Patricia S. Garza are in need of improvement are as follows :more consequences for discipline issues and consistency, more time during PLCs meetings, providing mentoring for new teachers with more instructional rounds of observations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was an increase in overall student discipline infractions and DAEP Placements. **Root Cause:** Students lack social/coping skills and mentoring supports.
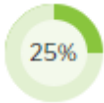
Priority Problem Statements

Goals

Goal 1: Focus On Student Success

Performance Objective 1: 1.1 P.S. Garza Elementary will create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:
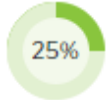
*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 20% to 27 %
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 39% to 44%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric 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 June 2025. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Tutors will be hired to provide structured small group and one on one instruction tailored to students - Title I (211) - 11.6125.00.113.24.0.TT, Tutors will be hired to provide structured small group and one on one instruction tailored to students - State Comp. (164) - 11.6125.00.113.0.00TT	25%			

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 100% ,the use of visual stimuli from 75% 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:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Instructional supplies-Warehouse Supplies - Local (199) - 11.6399.00.113.11.0.00 - $3,000, Ink Cartridges will be ordered for printers. - Local (199) - 23.6399.00.113.99.0.00, Instructional Supplies for EBs-Warehouse Supplies - Title III (263) - 11.6399.00.113.25.0.00, Warehouse Supplies - State Comp. (164) - 11.6399.00.113.30.0.00, Purchase Order to Perma Bound for increase of collection of Library Books - Local (199) - 12.6329.00.113.11.0.00 - $986.91, Purchase order for QUIZIZZ 24-25 - Bilingual (162) - 11.6399.00.113.25.0.00 - $2,250	25%			

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 25% to 100% by the end of the 2024-2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability**	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading. - State Comp. (164) - 11.6125 - $5,000, Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading - Title I (211) - 11.6125 - $14,134	25%			

Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement. **Staff Responsible for Monitoring:** District administration, campus administration, counselors, and teachers.	25%			

Strategy 6 Details	Reviews			
Strategy 6: Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic achievement. **Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Garza 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. **Staff Responsible for Monitoring:** Campus Administration, PEIMS Clerk & Attendance Helper **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Purchase Order for Attendance Ribbons - Local (199) - 199.11.6498.00.113.11.0.AI - $612, Check Request to purchase Ice Cream to reward students for the 2nd 6 Weeks Attendance - Local (199) - 11.6498.00.113.11.0.AI - $93, Attendance Incentive 3rd 6 Weeks-Sam's Order - Local (199) - 11.6498.00.113.11.0.AI - $1,000, Requisition to order incentives for Student Attendance 5th 6 weeks and First Semester - Local (199) - 11.6498.00.113.11.0AI - $460.93		Formative		Summative
	Sept	**Dec**	**Mar**	**June**
	N/A			

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

Goal 2: Focus on Family and Community Engagement

Performance Objective 1: P.S. Garza Elementary will 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 until reaching 90%.

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1, 4.2	**Sept**	**Dec**	**Mar**	**June**
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1, 4.2	**Sept**	**Dec**	**Mar**	**June**
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration **Title I:** 2.4, 2.6, 4.1, 4.2	**Sept**	**Dec**	**Mar**	**June**
	N/A			

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

Goal 2: Focus on Family and Community Engagement

Performance Objective 2: P.S. Garza Elementary will develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation
* training sign-in sheets
* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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:** 2.6, 4.1, 4.2	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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:** 2.6, 4.1, 4.2	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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:** 2.5, 2.6, 4.1, 4.2	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year.	Formative			Summative
	Sept	**Dec**	**Mar**	**June**

1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison.
2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year.
3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation.
4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility.
5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success.
Foster Care: Fund 211
 	
    Strategy's Expected Result/Impact: Equitable access to all available supports and resources.
 	
    Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.
	N/A			

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

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

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: Focus on Family and Community Engagement

Performance Objective 3: Establish a network of community resources to assist 70% of families and facilitate needed services.

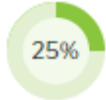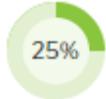   **Evaluation Data Sources:** Parent/community partner sign-ins, adult education class rosters, resource handbook distribution

Strategy 1 Details				Reviews			
Strategy 1: Create and maintain a Community Resource Handbook and provide written information on available resources.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
				N/A			
Strategy 2 Details				**Reviews**			
Strategy 2: Implement a Campus Parent Curriculum to provide opportunities for parents and community with information and strategies to assist their children at home.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Funding Sources: Check request to purchase cookies , punch, and coffee for Grandparents Day, September 6, 2024. - Student Activity (865) - 00.2190.00.113.00.0.00 - $124.38				N/A			

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

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 P.S. Garza Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.

Strategy 1 Details		Reviews			
Strategy 1: P.S. Garza will monitor their facilities and send a survey to the staff to see input on the facilities' needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		**Sept**	**Dec**	**Mar**	**June**
		25%			

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration.		**Sept**	**Dec**	**Mar**	**June**
		25%			

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration. **Funding Sources:** Purchase Order for Door Entry Swipe Cards - Local (199) - 23.6499.00.113.99.0.00 - $443.50		**Sept**	**Dec**	**Mar**	**June**
		25%			

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.		**Formative**			**Summative**
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.		**Sept**	**Dec**	**Mar**	**June**
		N/A			

Strategy 5 Details	Reviews			

Strategy 5: P. S. Garza will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.
    Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc.
    Staff Responsible for Monitoring: Campus administration
	Formative			Summative

	Sept	Dec	Mar	June
	25%			

Strategy 6 Details	Reviews			

Strategy 6: P.S. Garza 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
	25%			

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

Goal 3: Focus On Operational Excellence

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

Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: P.S. Garza 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clean and safe campus	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration **Funding Sources:** PPE Supplies, - ESSER II (281) - 281.11.6399.oo.113.11.0.P1, Purchase wax and stripper to maintain a clean learning environment for students and staff. - Local (199) - 199.51.6319.00.113.99.0.00 - $2,670	25%			

Strategy 2 Details	Reviews			
Strategy 2: P.S. Garza 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus administration and CNP staff	25%			

Strategy 3 Details	Reviews			
Strategy 3: P.S. Garza will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Facilities needs addressed	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus administration and campus custodial staff **Funding Sources:** Radios to communicate across the campus for the safety and daily operations of the campus. - Local (199) - 199.52.6399.00.113.99.0.00	25%			
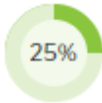
Strategy 4 Details	Reviews			
Strategy 4: P.S. Garza will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. **Strategy's Expected Result/Impact:** Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
	25%			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue
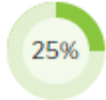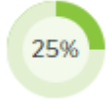
Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 P. S. Garza 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.

High Priority

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

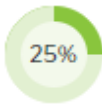| Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Purchase Order-Registration Fees TLA for Librarian 24-25 - Local (199) - 12.6299.0.113.11.00.0 - $399, Travel Request TEPSA Hotel, Per Diem & Mileage 24-25 - Title II Teacher/Principal (255) - 13.6411.00.113.24.0.00 - $1,000.95, Travel Request Form-Region -I Reading Academies -FREE 24-25 - Title II Teacher/Principal (255) - $0, Purchase Order-Registration Fees TEPSA-A Willingham 24-25 - Title II Teacher/ Principal (255) - 13.6299.00.113.24.00 - $225, Travel Request Mid Winter Conference Mileage & Per Diem 24-25 - Title II Teacher/Principal (255) - 23.6411.00.113.24.00 - $645.24, Purchase Order-Registration Fees Mid Winter Conference 24-25 - Title II Teacher/Principal (255) - 23.6299.00.113.24.00 - $585, Purchase Order-Travel TLA for Librarian 24-25 - Local (199) - 12.6411.00.113.11.0.00.0 - $1,234.86, Travel Request-Counselor' Institute & Nurturing the Nurturer- Region One 24-25 RVMHL - Title II Teacher/Principal (255) - $0, Travel Request-Counselor's Conference 24-25 SPI - Title IV (289)	25%			

Strategy 2 Details				**Reviews**			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for teachers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: A year-long plan for growing teachers that is focused, clear, connected, and aligned to LSG.				**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture				25%			

Strategy 3 Details				**Reviews**			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **Title I:** 2.5, 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Celebrate Staff by Providing lite Snacks/Incentives - Coke Activity Account (899) - 00.2190.00.113.0.00.0, Teacher Appreciation Luncheon (Wille Bs) - Local (199) - 23.6498.00.113.99.0.00, White Customized Tumblers for Teacher Appreciation Week - Local (199) - 23.6498.00.113.99.0.00, Frosted Cups for Teacher Appreciation Week - Local (199) - 23.6498.00.113.99.0.00, Frosted Cups for Teacher Appreciation Week - Coke Activity Account (899) - 00.2190.00.113.0.00.00, To purchase plaque for Teacher of the Year Roque Martinez. - Coke Activity Account (899) - 00.2190.00.113.0.00.0, Purchase Order for Ice Cream to treat staff to build a positive culture.2024-2025 - Coke Activity Account (899) - 00.2190.00.113.00.0.00 - $93				25%			

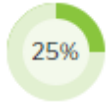|			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

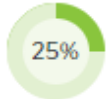**Goal 4:** Focus On Employees And Organizational Excellence

Performance Objective 2: 4.2 P.S. Garza Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).
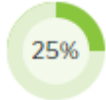
High Priority

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 (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	25%			

Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Staff Responsible for Monitoring:** Administration/ Teachers/ Coaches **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Coaching Staff and Selected Students will attend the District Elementary Games. - Local (199)	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Title I:** 2.6 **Funding Sources:** Draw String Backpacks will be ordered for Drug Ed Week - Title IV (289) - 31.6499.00.113.11.00.00, Drug Ed Resources and Incentives. Positive Promotions/LAMAC - Title IV (289) - 31.6499.00.113.11.0.00	25%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	25%			

Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.

[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]
Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership

Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	25%			

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:
2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Funding Sources: Clothing Vouchers - Title I (211) - 32.6499.00.113.24.0.00 - $1,000, Purchase a lite snack for students who met their 1st 6 weeks district 24-25 AR Goals - Student Activity (865) - 00.2190.00.113.0.00 - $220.46, Purchase A & A& B Ribbons to reward students every 6 Weeks. - Student Activity (865) - 00.219000.113.0.00.0 - $510, Check request to HEB to purchase a lite snack for 25 students who won in the 2022-2023 Book Character Pumpkin Contest - Library Account (898) - 00.2190.00.113.0.00, Student Transportation Expenses - Local (199) - 11.6494.00.113.30.0.00, Purchase Incentive (Pizza) for Participants of the Book Character Pumpkin Decorating Contest - Student Activity (865) - 00.2190.00.113.00.0.00, Teacher Incentives-1st 6 Weeks Perfect Attendance Meal from Willie-Bs - Local (199) - 23.6498.00.113.99.0.00AI - $531.71, KG Graduation Tassels - Student Activity (865) - 00.2190.00.113.0.00, EOY Awards for AB Honor Roll - Student Activity (865) - 00.2190.00.113.0.0.00, Valley

Trophies for Teacher of the Year Plaque - Coke Activity Account (899) - 00.2190.00.113.0.0.00, Travel Request-Entry fees for Students PK 3 & 4 - Student Activity (865) - 00.2190.00.113.0.00.0, Purchase Order to purchase a Friday Shirt for all students as an Incentive - Student Activity (865) - 00.2190.00.113.0.00, Purchase Items for Academic Performance on Benchmark - Student Activity (865) - 00.2190.00.113.00.0.00, Travel Request -100 Pt Club Main Event - Local (199) - 12.6498.00.113.11.0.00, Sea Turtle Entrance Fees & Peter Piper Pizza 2nd Grade - Student Activity (865) - 00.2190.00.113.0.00.0, Contract Service/Requisition & Purchase Order Author's Visit - Title IV (289) - 31.6291.00.113.11.0.00, Purchase Order for Barnes and Nobles and Macaroni Grill for Students that reached the Distinguished Reader der Level. - Library Account (898) - 00.2190.113.0.00.0.00, Purchase EOY Awards for Student Accomplishments for the 2023-2024 School Year - Local (199) - 11.6498.00.113.0.00, Money will be used to purchase snacks for the 2nd Annual Elem. District Track Meet - Student Activity (865) - 00.2190.00.113.0.00, Purchase Floss for Cotton Candy Machine. - Student Activity (865) - 00.2190.00.113.00.0.00, LAMAC-Library Incentives - Local (199) - 12.0.113.11.0.00 - $210.95, Equipment will be purchased for the Physical Education Program. - Local (199) - 11.6399.00.113.11.0.PE, Entry Fees to the Texas State Aquarium 4th Grade Fieldtrip - Student Activity (865) - 00.2190.00.113.0.00.00, To purchase Student Prizes for Fall Festival 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $995, Check Request to Sams for Supplies for the year to provide Incentives 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $191.16, Check request will be used to purchase popcorn/oil for student incentives (A-Honor roll, Perfect Attendance). - Student Activity (865) - .00.2190.00113.0.00.0 - $242.69, Check request will be used to purchase awards and incentives for 1st-5thsix weeks (Honor roll A & B, Perfect Attendance)24-25. - Student Activity (865) - 00.2190.00.113.0.00.0 - $1,500, Check requests to purchase Ice Cream for 1st 6 Weeks Perfect Incentive 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $31, Check requests to purchase snacks for students meeting AR Goal 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $800, Travel Request /PO for Entry Fees to Vipers Game-for STAFF Chaperones - Coke Activity Account (899) - 00.2190.00113.0.00 - $48, Travel Request /PO for Vipers Game-AR Goal Met 24-25 - Local (199) - 11.6494.00.113.11.0.00 - $247.50, Travel Request /PO for Entry Fees to Vipers Game-AR Goal Met 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $480, Travel Request /PO for Entry Fees to Vipers Game-for STAFF Chaperones - Coke Activity Account (899) - 00.2190.00113.0.00 - $72, Travel Request /PO for Entry Fees to Vipers Game-Life Skills 24-25 - Student Activity (865) - 00.2190.00.113.0.00.0 - $204, Travel Request /PO Vipers Game-Life Skills 24-25 - Local (199) - 11.6494.00.113.11.0.00 - $247, Requisition & Purchase Order for the purchase of Teacher Incentive/Christmas Gifts - Local (199) - 23.6498.00.113.99.0.00 - $3,379, Travel Request-Beauty and the Beast Attendance Incentive - Local (199) - 11.6494.00.113.30.0.00 - $534.60, Travel Request-Beauty and the Beast Attendance Incentive Entry Fees - Student Activity (865) - 00.2190.00.113.0.00.0 - $600, Check Request to provide Student Incentives for Christmas. - Student Activity (865) - 00.2190.00.113.0.00.0 - $744.04, Check request to purchase items for students as a Christmas Treat - Student Activity (865) - 00.2190.00.113.0.00.0 - $530.64

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%			

Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%			

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **Title I:** 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	N/A			

Strategy 9 Details	Reviews			
	Formative			**Summative**
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.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services **Title I:** 2.5, 2.6	25%			

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

Goal 5: Focus On Financial Stewardship

Performance Objective 1: 5.1 P.S. Garza Elementary will create a comprehensive needs assessment in order to prioritize resources equitably 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**
			25%			
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue			

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			
Strategy 1: P.S. Garza will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Warehouse Supplies for EB Students. - Bilingual (162) - 11.6399.00.113.25.0.00, Classroom Carpets will be purchased for Instruction Pk, 1st & Life Skills - ESSER II (281) - 11.6399.00.113.11.0.P1, Heavy Duty Pocket Charts for daily Instruction. Lakeshore Catalog - Title III (263) - 11.6399.00.113.25.0.00, Ordering Headsets for testing preparation, practice TELPAS and STAAR - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI , Pay Scholastic Book Fair Invoice - Library Account (898) - .00.2190.00.113.00.0.00	25%			

Strategy 2 Details	Reviews			
Strategy 2: P.S. Garza Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	N/A			

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

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

CNA-School Process

Committee Role	Name	Position
Paraprofessional	Stephanie Rios	2nd Grade Paraprofessional
Paraprofessional	Eida Rios	1st Grade Paraprofessional
Classroom Teacher	Perla Parra	3rd Grade Regular Teacher
Classroom Teacher	Consuelo Vargas	5th Grade Science Teacher
Classroom Teacher	Dulce Almazan	2nd Grade Bilingual Teacher
Member	Judith Macias	Parent Educator
Paraprofessional	Kelly Vega	Nurse Assistant
Administrator	Rose Martinez	Assistant Principal
Paraprofessional	Elvia Vasquez	KG Paraprofessional
Paraprofessional	Elizabeth Maycotte	PK-4 Paraprofessional
Chairperson	Roberto Trevino	PK-4 Bilingual Teacher
Classroom Teacher	Ilaria Rodriguez	4th Grade Teacher
Classroom Teacher	Olga Reyes	3rd Grade Bilingual Teacher
Classroom Teacher	Maria Ortiz	PK-3 Bilingual Teacher
Classroom Teacher	Diana Montano	KG Bilingual Teacher
Classroom Teacher	Ruth Gomez	1st Grade Bilingual Teacher
PE Coach	Jose Flores	Coach
Classroom Teacher	Pedro Cardenas	Music Teacher

CNA-Preception

Committee Role	Name	Position
Paraprofessional	Yovanna Lozano	2nd Grade Paraprofessional
Classroom Teacher	Paloma Guajardo	3rd Grade Bilingual Teacher
Member	Zalma Ortiz	Community in Schools
Paraprofessional	Patricia Suarez	Life Skills Paraprofessional
Member	Tomasita Gonzalez	Counselor's Clerk
Non-classroom Professional	Amanda Lopez	School Nurse
Non-classroom Professional	Edna Rodriguez	Counselor
Paraprofessional	Martha Valero	PK-4 Paraprofessional
Paraprofessional	Hilary Rodriguez	KG Paraprofessional
Paraprofessional	Ruth Macias	PK-3 Paraprofessional
Paraprofessional	Maria V Garza	KG Paraprofessional
Paraprofessional	Claudia Medina	Computer Lab Manager
Classroom Teacher	Roxanna Torres	4th Grade Teacher
Classroom Teacher	Olgalivia Perez	2nd Grade Bilingual Teacher
Chairperson	Roque Martinez	KG Regular Teacher
Classroom Teacher	Joanna Garza	2nd Grade Regular Teacher
Classroom Teacher	Yesenia Ceballos-Reyes	1st Grade Regular Teacher
Classroom Teacher	Melinda Borrego	2nd Grade Bilingual Tecaher

CNA-Student Learning

Committee Role	Name	Position
Paraprofessional	Samantha Gonzalez	1st Grade Paraprofessional
Classroom Teacher	Stephanie Cuellar	3rd Grade Regular Teacher
Paraprofessional	Celestiono Tamez	Library Aide
Paraprofessional	Stephanie Elizondo	1st Grade Paraprofessional
Classroom Teacher	David Villela	5th Grade Math Regular Teacher
Classroom Teacher	Brittany Gorena	PK-4 Regular Teacher
Administrator	Jacqueline Hernandez	Assistant Principal
Paraprofessional	Andrew Zamarripa	LifeSkills Paraprofessional
Paraprofessional	Joshua Dominguez	KG Paraprofessional
Paraprofessional	Rosalba Mendoza	Inclusion Paraprofessional
Classroom Teacher	Clarisa Garcia	2nd Grade Paraprofessional
Classroom Teacher	Elda Zambrano	5th Grade Reading Bilingual Teacher
Classroom Teacher	Nereyda Villegas	KG Bilingual Teacher
Classroom Teacher	Martin Saenz	KG Bilingual Teacher
Classroom Teacher	Deysi Rodriguez	1st Grade Bilingual Teacher
Classroom Teacher	Claudia Perez	3rd Grade Math Bilingual Teacher
Chairperson	Jose Navarro	LifeSkills
Classroom Teacher	MaryAnn Garcia	4th Grade Reading Bilingual Teacher
Classroom Teacher	Adriana Barrera	1st Grade Bilingual Teacher

CNA-Demographics

Committee Role	Name	Position
Paraprofessional	Olga Campos	2nd Grade Paraprofessional
Classroom Teacher	Rosalinda Alvarado	1st Grade Bilingual Teacher
Classroom Teacher	Baldemar Torres	5th Grade Intervention
Classroom Teacher	Francisco Morales-Folch	3rd Grade Reading Teacher
PEIMS	Veronica Escanuela	PEIMS Clerk
Security Guard	Arnoldo Galvan	Security Guard
Non-classroom Professional	Violeta Arenas	Librarian
Paraprofessional	Cynthia Villegas	2nd Grade Paraprofessional
Paraprofessional	Eduardo Sanchez	PE Assistant
Paraprofessional	Minerva Reyna	1st Grade Paraprofessional
Paraprofessional	Jennifer Gonzalez	LifeSkills Paraprofessinal
Classroom Teacher	Leroy Rosales	Lifeskills Teacher
Classroom Teacher	Margarita Rivas	2nd Grade Teacher
PE Coach	Priscilla Paz	PE Coach
Chairperson	Tomas Hernandez	Inclusion
Classroom Teacher	Maria Cardona	PK-4 Teacher
Classroom Teacher	Frances Amaya	4th Grade Reading Teacher

Campus Funding Summary

Bilingual (162)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Purchase order for QUIZIZZ 24-25	11.6399.00.113.25.0.00	$2,250.00
5	2	1	Warehouse Supplies for EB Students.	11.6399.00.113.25.0.00	$0.00
				Sub-Total	$2,250.00
				Budgeted Fund Source Amount	$12,042.00
				+/- Difference	$9,792.00

State Comp. (164)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors will be hired to provide structured small group and one on one instruction tailored to students	11.6125.00.113.0.00TT	$0.00
1	1	2	Warehouse Supplies	11.6399.00.113.30.0.00	$0.00
1	1	4	Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading.	11.6125	$5,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$10,740.00
				+/- Difference	$5,740.00

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Purchase Order to Perma Bound for increase of collection of Library Books	12.6329.00.113.11.0.00	$986.91
1	1	2	Ink Cartridges will be ordered for printers.	23.6399.00.113.99.0.00	$0.00
1	1	2	Instructional supplies-Warehouse Supplies	11.6399.00.113.11.0.00	$3,000.00
1	1	7	Requisition to order incentives for Student Attendance 5th 6 weeks and First Semester	11.6498.00.113.11.0AI	$460.93
1	1	7	Attendance Incentive 3rd 6 Weeks-Sam's Order	11.6498.00.113.11.0.AI	$1,000.00
1	1	7	Check Request to purchase Ice Cream to reward students for the 2nd 6 Weeks Attendance	11.6498.00.113.11.0.AI	$93.00
1	1	7	Purchase Order for Attendance Ribbons	199.11.6498.00.113.11.0.AI	$612.00
3	1	3	Purchase Order for Door Entry Swipe Cards	23.6499.00.113.99.0.00	$443.50

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Purchase wax and stripper to maintain a clean learning environment for students and staff.	199.51.6319.00.113.99.0.00	$2,670.00
3	2	3	Radios to communicate across the campus for the safety and daily operations of the campus.	199.52.6399.00.113.99.0.00	$0.00
4	1	1	Purchase Order-Registration Fees TLA for Librarian 24-25	12.6299.0.113.11.00.0	$399.00
4	1	1	Purchase Order-Travel TLA for Librarian 24-25	12.6411.00.113.11.0.00.0	$1,234.86
4	1	3	White Customized Tumblers for Teacher Appreciation Week	23.6498.00.113.99.0.00	$0.00
4	1	3	Teacher Appreciation Luncheon (Wille Bs)	23.6498.00.113.99.0.00	$0.00
4	1	3	Frosted Cups for Teacher Appreciation Week	23.6498.00.113.99.0.00	$0.00
4	2	2	Coaching Staff and Selected Students will attend the District Elementary Games.		$0.00
4	2	5	Teacher Incentives-1st 6 Weeks Perfect Attendance Meal from Willie-Bs	23.6498.00.113.99.0.00AI	$531.71
4	2	5	Travel Request /PO for Vipers Game-AR Goal Met 24-25	11.6494.00.113.11.0.00	$247.50
4	2	5	Student Transportation Expenses	11.6494.00.113.30.0.00	$0.00
4	2	5	Travel Request-Beauty and the Beast Attendance Incentive	11.6494.00.113.30.0.00	$534.60
4	2	5	Purchase EOY Awards for Student Accomplishments for the 2023-2024 School Year	11.6498.00.113.0.00	$0.00
4	2	5	LAMAC-Library Incentives	12.0.113.11.0.00	$210.95
4	2	5	Equipment will be purchased for the Physical Education Program.	11.6399.00.113.11.0.PE	$0.00
4	2	5	Travel Request -100 Pt Club Main Event	12.6498.00.113.11.0.00	$0.00
4	2	5	Travel Request /PO Vipers Game-Life Skills 24-25	11.6494.00.113.11.0.00	$247.00
4	2	5	Requisition & Purchase Order for the purchase of Teacher Incentive/Christmas Gifts	23.6498.00.113.99.0.00	$3,379.00
				Sub-Total	$16,050.96
				Budgeted Fund Source Amount	$55,445.00
				+/- Difference	$39,394.04

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors will be hired to provide structured small group and one on one instruction tailored to students	11.6125.00.113.24.0.TT	$0.00

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading	11.6125	$14,134.00
4	2	5	Clothing Vouchers	32.6499.00.113.24.0.00	$1,000.00
				Sub-Total	$15,134.00
				Budgeted Fund Source Amount	$18,480.00
				+/- Difference	$3,346.00

Title II Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Request Mid Winter Conference Mileage & Per Diem 24-25	23.6411.00.113.24.00	$645.24
4	1	1	Travel Request TEPSA Hotel, Per Diem & Mileage 24-25	13.6411.00.113.24.0.00	$1,000.95
4	1	1	Travel Request-Counselor' Institute & Nurturing the Nurturer- Region One 24-25 RVMHL		$0.00
4	1	1	Purchase Order-Registration Fees TEPSA-A Willingham 24-25	13.6299.00.113.24.00	$225.00
4	1	1	Travel Request Form-Region -I Reading Academies -FREE 24-25		$0.00
4	1	1	Purchase Order-Registration Fees Mid Winter Conference 24-25	23.6299.00.113.24.00	$585.00
				Sub-Total	$2,456.19
				Budgeted Fund Source Amount	$5,544.00
				+/- Difference	$3,087.81

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies for EBs-Warehouse Supplies	11.6399.00.113.25.0.00	$0.00
5	2	1	Heavy Duty Pocket Charts for daily Instruction. Lakeshore Catalog	11.6399.00.113.25.0.00	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,472.00
				+/- Difference	$3,472.00

Student Activity (865)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Check request to purchase cookies , punch, and coffee for Grandparents Day, September 6, 2024.	00.2190.00.113.00.0.00	$124.38
4	2	5	KG Graduation Tassels	00.2190.00.113.0.00	$0.00

			Student Activity (865)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	5	Check request will be used to purchase popcorn/oil for student incentives (A-Honor roll, Perfect Attendance).	.00.2190.00113.0.00.0	$242.69
4	2	5	Sea Turtle Entrance Fees & Peter Piper Pizza 2nd Grade	00.2190.00.113.0.00.0	$0.00
4	2	5	Entry Fees to the Texas State Aquarium 4th Grade Fieldtrip	00.2190.00.113.0.00.00	$0.00
4	2	5	Purchase Items for Academic Performance on Benchmark	00.2190.00.113.00.0.00	$0.00
4	2	5	Money will be used to purchase snacks for the 2nd Annual Elem. District Track Meet	00.2190.00.113.0.00	$0.00
4	2	5	Travel Request-Beauty and the Beast Attendance Incentive Entry Fees	00.2190.00.113.0.00.0	$600.00
4	2	5	Purchase a lite snack for students who met their 1st 6 weeks district 24-25 AR Goals	00.2190.00.113.0.00	$220.46
4	2	5	Check requests to purchase Ice Cream for 1st 6 Weeks Perfect Incentive 24-25	00.2190.00.113.0.00.0	$31.00
4	2	5	Purchase Floss for Cotton Candy Machine.	00.2190.00.113.00.0.00	$0.00
4	2	5	Check Request to Sams for Supplies for the year to provide Incentives 24-25	00.2190.00.113.0.00.0	$191.16
4	2	5	Purchase Incentive (Pizza) for Participants of the Book Character Pumpkin Decorating Contest	00.2190.00.113.00.0.00	$0.00
4	2	5	Travel Request /PO for Entry Fees to Vipers Game-Life Skills 24-25	00.2190.00.113.0.00.0	$204.00
4	2	5	Travel Request-Entry fees for Students PK 3 & 4	00.2190.00.113.0.00.0	$0.00
4	2	5	Check Request to provide Student Incentives for Christmas.	00.2190.00.113.0.00.0	$744.04
4	2	5	Purchase A & A& B Ribbons to reward students every 6 Weeks.	00.219000.113.0.00.0	$510.00
4	2	5	To purchase Student Prizes for Fall Festival 24-25	00.2190.00.113.0.00.0	$995.00
4	2	5	Purchase Order to purchase a Friday Shirt for all students as an Incentive	00.2190.00.113.0.00	$0.00
4	2	5	EOY Awards for AB Honor Roll	00.2190.00.113.0.0.00	$0.00
4	2	5	Check request will be used to purchase awards and incentives for 1st-5thsix weeks (Honor roll A & B, Perfect Attendance)24-25.	00.2190.00.113.0.00.0	$1,500.00
4	2	5	Travel Request /PO for Entry Fees to Vipers Game-AR Goal Met 24-25	00.2190.00.113.0.00.0	$480.00
4	2	5	Check requests to purchase snacks for students meeting AR Goal 24-25	00.2190.00.113.0.00.0	$800.00
4	2	5	Check request to purchase items for students as a Christmas Treat	00.2190.00.113.0.00.0	$530.64
				Sub-Total	$7,173.37
				Budgeted Fund Source Amount	$14,000.00
				+/- Difference	$6,826.63

Coke Activity Account (899)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Celebrate Staff by Providing lite Snacks/Incentives	00.2190.00.113.0.00.0	$0.00
4	1	3	To purchase plaque for Teacher of the Year Roque Martinez.	00.2190.00.113.0.00.0	$0.00
4	1	3	Purchase Order for Ice Cream to treat staff to build a positive culture.2024-2025	00.2190.00.113.00.0.00	$93.00
4	1	3	Frosted Cups for Teacher Appreciation Week	00.2190.00.113.0.00.00	$0.00
4	2	5	Travel Request /PO for Entry Fees to Vipers Game-for STAFF Chaperones	00.2190.00113.0.00	$72.00
4	2	5	Travel Request /PO for Entry Fees to Vipers Game-for STAFF Chaperones	00.2190.00113.0.00	$48.00
4	2	5	Valley Trophies for Teacher of the Year Plaque	00.2190.00.113.0.0.00	$0.00
				Sub-Total	$213.00
				Budgeted Fund Source Amount	$304.00
				+/- Difference	$91.00

Title IV (289)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Request-Counselor's Conference 24-25 SPI		$0.00
4	2	3	Drug Ed Resources and Incentives. Positive Promotions/LAMAC	31.6499.00.113.11.0.00	$0.00
4	2	3	Draw String Backpacks will be ordered for Drug Ed Week	31.6499.00.113.11.00.00	$0.00
4	2	5	Contract Service/Requisition & Purchase Order Author's Visit	31.6291.00.113.11.0.00	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,464.00
				+/- Difference	$2,464.00
				Grand Total Budgeted	$122,491.00
				Grand Total Spent	$48,277.52
				+/- Difference	$74,213.48

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 através de un intérprete o a través de la capacidad de traducción del sitio web.

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

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

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

Monitoreo:

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

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

Mission

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

Number One Outcome

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

Our Shared Beliefs

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

DISD Strategic Plan Goals

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

PURPOSE OF A CNA

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

HOW DO WE START THE CNA PROCESS?

➤ Establish committees for each focus area of the CNA and appoint committee chairperson;

➤ Determine which type of data will be collected and analyzed;

| FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	• At-Risk by Category • Attendance • College, Career, and Military Readiness (CCMR)	• College/University/Dual Credit/Advanced Placement • Enrollment • Course/Class Assignments • Enrollment • Ethnicity • Gender	• Mobility/Stability • Rates of Graduation, Completion, and Dropouts • Special Program Participation • Teacher-Student Ratios
Student Achievement	• Advanced Course/Dual Enrollment Data • College, Career and Military Readiness (CCMR) • College Entrance Exams • Course/Class Assignments • Course/Class Grades	• College/University/Dual Credit/Advanced Placement Enrollment • Graduation Plan Types • Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts • Results Driven Accountability (RDA)	• Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures • State Assessment Data • State and Local Student Assessment Data Tables • Texas English Language Proficiency Assessment System (TELPAS) Results • Texas Success Initiative (TSI) Data
School Culture and Climate	• Classroom and School Walk through Data • Feedback Data • Focus Groups	• Interviews • Parent Conferences or Meetings • Questionnaires	• Student Discipline Data (including Disproportionality) • Surveys
Staff Quality, Recruitment and Retention	• Course/Class Completions, Grades, and Other Data • Paraprofessional and Other Staff Qualifications • Professional Development Data	• Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts • Recruitment and Retention Rates and Other Data • Special Program Qualifications (Bilingual/ESL, Special Education, etc.)	• Staff Mobility/Stability • Teacher Certification/Qualification Data • Teacher-Student Ratios • Texas Teacher Evaluation & Support System (T-TESS) and/or other Staff Effectiveness Data

CONT.

➢ Gather and analyze data;

  ▪ Look for patterns in the data that reveal trends or insights about the campus/district

  ▪ Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources

➢ Use probing questions;

➢ Finalize findings and identify/summarize strengths and needs

➢ Finalize plans for the upcoming school year based on these strengths and needs

➢ Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;
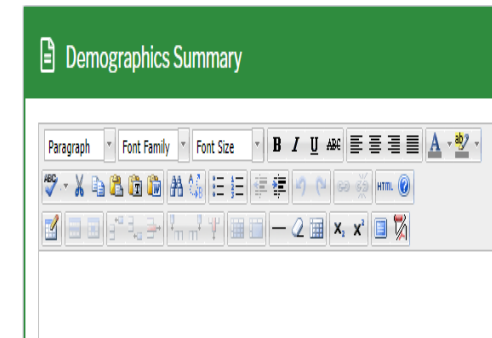
DOCUMENTING FINDINGS ON PLAN4LEARNING

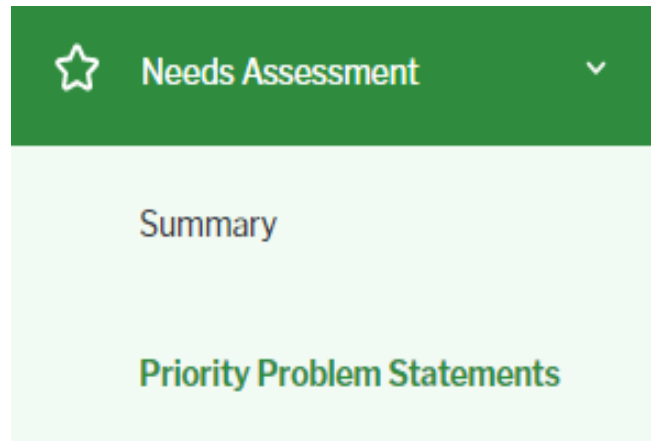➢ Ensure CNA is entered into the Plan4Learning platform
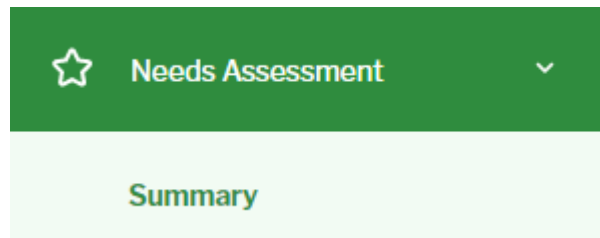
CONT.

- Enter problem statement and root cause

Needs Assessment

Summary

Priority Problem Statements

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

- Make sure it says Title I Crate

Sign In

galvarez@donnaisd.net

•••••••••••

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER

Home

District Crate Upload

Reports

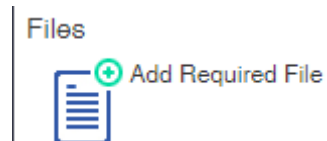History

CONT.

- Scroll down to "M" End of the Year Documents

⊟ **M**	End of the Year Documents

- Click on #3 CNA Documentation

3 | **CNA Documentation (Summary, meetings agendas, minutes etc.)**
🕐 06/24/2023 👤 Rebecca Castaneda 🔄 Change 📄 1 Required F

- Click the + add required file and upload your documents

Files

⊕ Add Required File

QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?

  - Migrant – Do they return each year? What time of year?

  - Homeless/Foster – What services are available?

  - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?

  - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?

  - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

  - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?

PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.

- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

STUDENT OUTCOMES AND PERFORMANCE (GOAL 1)

- Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as "Does Not Meet", "Approaches", "Meets", and "Masters". If not, why?

- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Instructional Time

PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

- Are there universities and/or community colleges in our community? How do we interact with them?

- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

- Are communications translated into languages other than English when needed?

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?

Instructional Coaching

STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

- How do students describe their campus? How does this differ from teachers' descriptions?

- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

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

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?

- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

- What support is available for teachers whose student performance is below district and/or state standards?

- How are the strengths of the most effective teachers shared with others?

- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?

- What professional development and resources are needed? How are these needs identified?

Instructional Coaching

PROFESSIONAL DEVELOPMENT

QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA

- [CNA questions to consider](#)

LAST STEP - BUDGET

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

⊖ **Goal 1**

Focus On Student Success

⬇

⊕ Performance Objective 1

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

CONT.

Strategy 1

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

Edit

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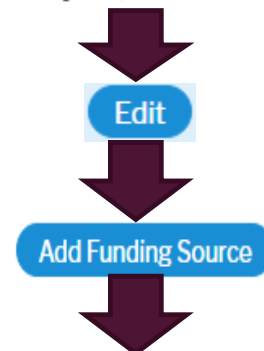
Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code	$ 117,544	

Resources Needed	Summer Curriculum Updates: Content strategists will work on updating curriculum document	FTE
	Title I (211) >	211.13.6118.00.933.24.0.C\	$ 56,140	

Resources Needed	Locally Funded Instructional Programs: Istation ($195,762.60), Edusmart ($30,400), DBQ Onl	FTE
	Local (199) >	199.11.6399.XX.XXX.XX.X.\	$ 260,312.60	

BREATHE

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