

**Donna Independent School District**  
**W. A. Todd Middle School**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

W.A. Todd will ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

# Vision

Through reflection, hard work, and collaboration, W.A. Todd will be the middle school to attend in Donna I.S.D. due to its academic excellence and quality of instruction it provides to all its students.

# Student Expectations

Cherokees **RISE**

be **Responsible**, show **Integrity**, carry out **Service**, achieve **Excellence**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

After looking at the teacher's qualifications and the campus data, it does not seem as if the teacher's quality of instruction has led to the learning loss. Our teachers here at Todd Middle School are highly qualified teachers. The past few years have had many obstacles that both teachers and students have had to overcome. The COVID pandemic set student back in their learning. We have about 2 more years to go before we get over the COVID class of students. Teachers have been doing their best to close the learning gap that COVID left behind. Now that we seem to have gotten over the COVID pandemic the students are left with mental health issues. Teacher notice that students have very low self-esteem of themselves. This is what teachers are having to deal with and students are struggling to overcome their mental health issues.

### Demographics Strengths

We have a strong professional retention in all aspects of the school, 98% of our staff has 5+ years of teaching experience. Out of the 54 teachers on campus we have 31% we a master's education or higher which adds new tools, teaching skills and techniques to our instructional arsenal, and develop a better understanding of how students learn.

# Student Learning

## Student Learning Summary

Todd Middle School needs to implement a collaborative instructional model that integrates technology and provides hands-on experience for all district stakeholders, through all subject areas. (Goal 1: 1.5) Professional development in technology is needed to achieve this goal. Technology should not be limited within the classroom. All students should be required to take a technology course where basic skills are taught.

English language learners need to be engaged more in the content . A focus on vocabulary and basics is needed with these students as the test has been more rigorous than it has been in the past. These students need extra support in the reading and mathematics classrooms.

Special Education students also show gaps in math and reading throughout grade-levels. Supplemental aids are not being used as an accommodation and should be implemented to show improvement in these areas. Resources to keep motivation and break down focus are also needed.

Todd Middle school needs more feedback from administration after observations and professional development. Planning period provides teachers an opportunity to collaborate with one another. (Goal 1:1.1) Content areas lack sufficient time to deliver quality lessons and class sizes limit small group/one on one teaching.

## Student Learning Strengths

- Todd Middle School teachers have ease of access to sharepoint curriculum with many resources and is currently being updated
- The special education population is scoring consistently with other schools
- English-Language learners and special education population showing growth across the contents and grade-levels
- Teachers work collaboratively to help deliver quality lessons
- Teachers are provided adequate time (planning/conference) to W. A. Todd Middle School Generated by Plan4Learning.com 5 of 36 Campus #048 June 18, 2024 12:31 PM complete their work and collaborate with their department and team
- ILT team was set in place to provide curriculum information to all departments

# School Processes & Programs

## School Processes & Programs Summary

As a campus team, we need to maintain our strengths in addition to allow them to grow. Our strengths will help us greatly in communication with staff to staff and staff to parents. This will also encourage healthy relationships with students and staff. In our weaknesses, we are to collaborate, set priorities, follow through and stay consistent with the outcome of training and campus expectations. Consistency will allow us to hold leadership towards our campus, ensure compliance and increase academic achievement. Teachers would also like to be given the opportunity to have leadership roles (not just the same people).

## School Processes & Programs Strengths

Lead Teachers having walkthroughs and providing teacher feedback. ITL being trained and going back to train the campus. Programs such as Capturing Kids, Hearts, CCMR, Student Council, and extracurricular activities. Communication to parents from school using technology, social media apps, Meet the teacher, Open House. Everything is provided in both languages. Communication to staff through email and WhatsApp message board.

# Perceptions

## Perceptions Summary

Surveys and data said the teachers were friendly, helpful, and fun. Students were enjoying the updates to the library and the space it provided them. They enjoy the music in the morning. They also enjoyed the pep rallies and extra events throughout the year. Students did have issues with the gym being too small and needing many improvements, but overall students did feel safe. Teachers did feel that structured and consistent expectations and consequences from the beginning to the end for all students.

## Perceptions Strengths

1. Supportive and respectful teachers with the implementation of Capturing Kids Hearts. 2. Reminders daily about expectations through RISE. 3. Social media utilized to showcase students and activities at Todd. 4. There are less altercations among students. 5. Campus Assessment Behavioral Team implementation. 6.- Front door procedures and decals. 7.- Police officer monitoring. "We like the officer" 8.- Variety of clubs are offered, new gaming clubs. 9.- Staff is willing to learn more about technology. 10. Lessons provided by LPC for all students. Folklorico club starting next year. We have an ILT in place.

# Goals

## Goal 1: Focus On Student Success

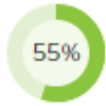
**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:



- \*6th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 65% to (71%)
- \*6th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 64.5% to (70%)
- \*7th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 57.7% to (63%)
- \*7th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 76.7% to (82%)
- \*8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 81% to (87%)
- \*8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 81% to (87%)

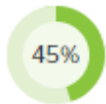
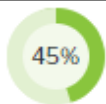

### HB3 Goal






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



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Results Driven Accountability</b> <b>Funding Sources:</b> operating leases - Local (199) - 11.6269 - \$20,000, teacher office supplies - Local (199) - 11.6399 - \$10,500, awards and incentives - Local (199) - 11.6498 - \$14,000, fixed assets - Local (199) - 23.6395 - \$0, office supplies - Local (199) - 23.6399 - \$8,000, awards and incentives - Local (199) - 23.6498 - \$2,500, office supplies - Local (199) - 31.6399 - \$1,993, misc. operating expense - Local (199) - 23.6499 - \$2,500, UIL office supplies - Local (199) - 36.6399 - \$2,000, UIL student travel - Local (199) - 36.6412 - \$1,200, UIL transportation expenditure - Local (199) - 36.6494 - \$625, UIL dues - Local (199) - 36.6495 - \$1,200, AVID travel students - Local (199) - 11.6412.00.048.31.0.00 - \$3,500, AVID transportation expenditure - Local (199) - 11.6494.00.048.31.0.00 - \$2,000, AVID office supplies - Local (199) - 11.6399.00.048.31.0.00 - \$7,967, AVID stipend and fringe combined - Local (199) - 11.6118,6141,6143,6145,6146 - \$6,156, Teacher office supplies/211 title I - Title I (211) - 11.6399 - \$1,636, Teacher Office Supplies - Title III (263) - 11.6399 - \$2,008, Teacher Office Supplies - State Comp. (164) - 11.6399.00.048.30.0.00 - \$9,220, Student Activity (865) - Local (199) - \$0, Staff Account (897) - Local (199) - \$0, Teacher Office Supplies 162 - Bilingual (162) - \$7,101, reading materials - Local (199) - 12.6239.00.048.11.0.00 - \$2,000, teacher supplies - Local (199) - 11.6399.00.048.11.0.00 - \$1,132, awards and incentives - Local (199) - 12.6498.00.048.11.0.00 - \$1,500, mis. contracted services - Local (199) - 51.6299.00.048.99.0.00 - \$1,600, mis. contracted services - Title I (211) - 13.6299 - \$5,600, 32.6499.00.048.24.0.00 - Title I (211) - \$700	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 25% to 100% ,the use of visual stimuli from 15% to 100% and utilization of processing tools from 5% to 100% by the end of the 2024-25 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 50 to 100 by the end of the 2024-25 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.  <b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement. <b>Staff Responsible for Monitoring:</b> District administration, campus administration, counselors, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Design and Implement a "Campus Student CCMR Support Team" (Counselor, CTE Counselors, CCMR Teacher, Financial Aid Facilitator, GEAR UP Facilitator, Migrant Strategist, Campus Leadership, Special Ed. Casemanager, and District CCMR Leadership [CTE Director, CCMR Coordinator, Advanced Academics Director, Student Support Services Supervisor]) to implement strategies to facilitate effective transition for students from middle school to high school and from high school postsecondary education; coordination with institutions of higher education, employers, and other local partners; planning of delivery of monthly parent modules focused on academics, CCMR, and discipline expectations and services; and facilitation of CCMR Fair and College Day Fair.  <b>Strategy's Expected Result/Impact:</b> Graduate all students college, career, or military ready. <b>Staff Responsible for Monitoring:</b> Executive Director of Leadership & CCMR, CCMR Coordinator.  <b>Funding Sources:</b> Texas Southmost College Campus Tour (group 7-1) - State Comp. (164) - \$1,227.60, Texas Southmost College Campus Tour (group 7-2) - State Comp. (164) - \$1,227.60	Formative			Summative
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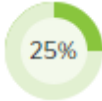




Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. <b>Strategy's Expected Result/Impact:</b> Increase academic achievement. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens when students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals. Schools will receive funds based on enrollement 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 ad 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. <b>Strategy's Expected Result/Impact:</b> ARC meetings every 4 weeks; an improved overall district ADA from a 90.9 to 92.4% for 24-25 school year for 25-26 goal is a 94.4% for 26-27 goal is to a 96.4% <b>Staff Responsible for Monitoring:</b> District ARC	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Goal 2: Focus on Family and Community Engagement

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

**Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook  
(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)  
\* Family and Community Engagement Survey Checklist  
([https://docs.google.com/document/d/1HVVaI4g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing](https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing))  
\* surveys


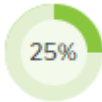
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.  <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff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

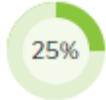

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Title I:</b> 4.2 <b>Funding Sources:</b> GEAR UP Misc. Operating Expenses (snacks for parent meetings) - Gear Up (274) - 274.11.6499.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Focus on Family and Community Engagement






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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 4.2  <b>Funding Sources:</b> misc operating expenses - Title I (211) - 211.61.6499.00.048.24.0.00 - \$100	Formative			Summative
	Sept	Dec	Mar	June
				



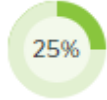
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year.  1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 <b>Strategy's Expected Result/Impact:</b> Equitable access to all available supports and resources. <b>Staff Responsible for Monitoring:</b> Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June
				



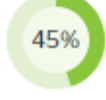






Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations.</p> <p>1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure equitable campus allocations. <b>Staff Responsible for Monitoring:</b> Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Goal 3: Focus On Operational Excellence

**Performance Objective 1:** 3.1 Todd M.S. 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.



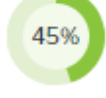
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Todd MS will monitor their facilities and send a survey to the staff to see input on the facilities' needs. <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 4.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and secure the necessary resources needed for the upkeep, renovation, beautification and ongoing maintenance. <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Misc. Contracted Services / Mats - Local (199) - 51.6299, Supplies and Maintenance - Local (199) - 51.6315	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Window Decals for Library - Local (199) - 12.6399, Furniture for the Library - Capital Projects (699) - 81.6639	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Todd MS will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Todd MS will continuously update the library and ensure that it is equipped with up-to-date books, furniture, programs, and necessary materials to create and then maintain an environment that promotes reading and enhances the learning environment.  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Library Reading Materials - Local (199) - 12.6329, Library Awards and Incentives - Local (199) - 12.6498	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Goal 3: Focus On Operational Excellence

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

**Evaluation Data Sources:** Work orders



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Toss MS custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. <b>Strategy's Expected Result/Impact:</b> Clean and safe campus <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Todd MS child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff  <b>Title I:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Todd MS will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff  <b>Title I:</b> 4.1	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Todd MS will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. <b>Strategy's Expected Result/Impact:</b> Safe transportation <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel  <b>Title I:</b> 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Staff will partake in safety trainings and stay up to date on all safety measures and laws.  <b>Funding Sources:</b> - Title IV (289)	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Todd MS will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and best practices within their field of expertise and job related duties.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> regional educational services - Title I (211) - 13.6239.00.048.24.0.00 - \$800, regional educational services - Title II Teacher/Principal (255) - 13.6239.00.048.24.0.00 - \$1,600, travel employee - Title I (211) - 13.6411.00.048.24.0.00 - \$2,000, travel employee - Title II Teacher/Principal (255) - 255.13.6411.00.048.24.0.00 - \$1,320, regional educational services - Title II Teacher/Principal (255) - 23.6239.00.048.24.0.00 - \$300, regional educational services - Title II Teacher/Principal (255) - 23.6411.00.048.24.0.00 - \$914, travel employee - Title IV (289) - 289.13.6411.00.048.11.0.00 - \$574, misc contracted services - Title IV (289) - 23.6299.00.048.11.0.00 - \$1,400, misc contracted services - Title I (211) - 211.11.6299.048.24.0.00 - \$3,800, professional services - Title I (211) - 211.33.6219.00.048.24.0.00 - \$100, CAST training - Title IV (289) - 13.289.6411.00.048.11.0.00 - \$610, CAST training - Title II Teacher/Principal (255) - 255.13.6411.00.048.24.0.00 - \$1,679.11	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership  <b>Title I:</b> 4.1	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.  <b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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




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







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

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



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






Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will provide prevention activities that help students live above the influence that supports academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug-related incidents/offenses/referrals by 10%.  <b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Misc. Operating Expense (clothing applications) - Title I (211) - 32.6499.00.048.24.0.00 - \$700, Professional Services - Title I (211) - 33.6219.00.048.24.0.00, Misc. Operating Expense - Title I (211) - 61.6499.048.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%  <b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will provide parents with Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. <b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services  <b>Title I:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship


**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Todd M.S. based on the 5-year Strategic Plan.

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.  <b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Athletics Equipment and Supplies - Athletic Fund (181) - 6399 - \$25,250	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Todd M. S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. <b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Todd M. S. will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. <b>Strategy's Expected Result/Impact:</b> Orders, Requisitions, etc. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Travel Expenditures - Gear Up (274) - 274.11.6494.00.048.24.0.00, GEAR UP Travel Employee Only - Gear Up (274) - 274.11.6411.00.048.24.0.00, GEAR UP Travel Employee Staff Development - Gear Up (274) - 274.13.6411.00.048.24.0.00, GEAR UP Travel/Sub & Non Employees - Gear Up (274) - 274.61.6419.00.048.24.0.00, Mileage for Secondary Counselors Academy - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Texas A&M Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Elevate Summit Kickoff - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for BLI Institute - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Facilitator Session - Gear Up (274) - 274.13.6411.00.048.24.0.00, Bus for UTRGV Tour/BB Game - Gear Up (274) - 274.11.6494.00.048.24.0.00, Mileage for TAC Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Parent Leadership Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Data Tracking Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Facilitator Session - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for CODE.ORG Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Bus for STC & TEXAS A&M McAllen - Gear Up (274) - 274.11.6494.00.048.24.0.00, Mileage for Teacher Mental Health Conference - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage For Secondary Counselor Academy - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Parent Leadership Facilitator Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for GEAR UP Facilitator Workshop - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for Parent Leadership Council - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage TAC Workshop Oliveira MS Brownsville - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage Feb GU		Formative			Summative
		Sept	Dec	Mar	June

Facilitator Wkshp - Gear Up (274) - 274.13.6411.00.048.24.0.00, Mileage for CLT/DLT Meeting - Gear Up (274) - 274.13.6411.00.048.24.0.00, Bus for UTRGV Manufacturing Expo - Gear Up (274) - 274.11.6494.00.048.24.0.00, Meals for STEM Summit SPI - Gear Up (274) - 274.13.6411.00.048.24.0.00, Meals for Students STC & Texas A&M Campus Tours - Gear Up (274) - 274.11.6412.00.048.24.0.00, Mileage MARCH 7 Secondary Counselors Academy - Gear Up (274) - 274.13.6411.0.048.240.00, Mileage MARCH 8 TAC Meeting @ Vela Brownsville - Gear Up (274) - 274.13.6411.0.048.240.00, Mileage MARCH 22 CCMR Symposium - Gear Up (274) - 274.13.6411.0.048.240.00, Mileage MARCH 24 Texas A&M Parent Workshop - Gear Up (274) - 274.13.6411.0.048.240.00, Mileage MARCH 28 BLI - Gear Up (274) - 274.13.6411.0.048.240.00, Mileage MARCH 29 Monthly Facilitator Meeting - Gear Up (274) - 274.13.6411.0.048.240.00, Bus for STC Tech Campus & WFS - Gear Up (274) - 274.11.6494.00.048.24.0.00, Lunch for STC Tech Campus & WFS - Gear Up (274) - 274.11.6412.00.048.24.0.00, Mileage April 12 TAC @ Manzano MS - Gear Up (274) - 274.13.6411.0.048.24.0.00, Mileage April 25 Facilitator Meeting - Gear Up (274) - 274.13.6411.0.048.24.0.00, Bus for Student by Student Technology Leadership Conference - Gear Up (274) - 274.11.6494.24.048.0.00, Mileage May 5 Parent Leadership Council Meeting - Gear Up (274) - 274.13.6411.0.048.24.0.00, Mileage May 9 Lego Spike Systemms - Gear Up (274) - 274.13.6411.0.048.24.0.00, Mileage May 10 Mental Health Conference for Families - Gear Up (274) - 274.13.6411.0.048.24.0.00, Mileage May 17 CLT/DLT Meetings - Gear Up (274) - 274.13.6411.0.048.24.0.00, Mileage May 23 Facilitator Monthly Meeting - Gear Up (274) - 274.13.6411.0.048.24.0.00, Bus for Youth Career Conf May 16 - Gear Up (274) - 274.11.6494.00.048.24.0.00, Lunch for Youth Career Conf May 16 - Gear Up (274) - 274.11.6412.00.048.24.0.00, Bus for CHALLENGER MISSION May 26 - Gear Up (274) - 274.11.6494.00.048.24.0.00, Lunch for CHALLENGER MISSION May 26 - Gear Up (274) - 274.11.6412.00.048.24.0.00





No Progress



Accomplished



Continue/Modify



Discontinue

# Title I

## 1.1: Comprehensive Needs Assessment

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

# 2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Estella Guerrero	
Classroom Teacher	Cristina Rangel	
Administrator	Nelda Calderon	
Campus Administration	Zulia Pedroza	
Campus Administration	Joe Cavazos	
Campus Administration	Melissa Smith	
Paraprofessional	Irene Almaraz	
Classroom Teacher	Maria Alvarado	
Classroom Teacher	Carolina Caballero	
Classroom Teacher	Christopher Alvarez	

# Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Office Supplies 162		\$7,101.00
Sub-Total					\$7,101.00
Budgeted Fund Source Amount					\$7,101.00
+/- Difference					\$0.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Office Supplies	11.6399.00.048.30.0.00	\$9,220.00
1	1	6	Texas Southmost College Campus Tour (group 7-2)		\$1,227.60
1	1	6	Texas Southmost College Campus Tour (group 7-1)		\$1,227.60
Sub-Total					\$11,675.20
Budgeted Fund Source Amount					\$9,220.00
+/- Difference					-\$2,455.20
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID transportation expenditure	11.6494.00.048.31.0.00	\$2,000.00
1	1	1	awards and incentives	11.6498	\$14,000.00
1	1	1	office supplies	31.6399	\$1,993.00
1	1	1	UIL dues	36.6495	\$1,200.00
1	1	1	UIL transportation expenditure	36.6494	\$625.00
1	1	1	Student Activity (865)		\$0.00
1	1	1	mis. contracted services	51.6299.0.00.048.99.0.00	\$1,600.00
1	1	1	UIL student travel	36.6412	\$1,200.00
1	1	1	Staff Account (897)		\$0.00
1	1	1	awards and incentives	23.6498	\$2,500.00
1	1	1	reading materials	12.6239.00.048.11.0.00	\$2,000.00
1	1	1	UIL office supplies	36.6399	\$2,000.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID office supplies	11.6399.00.048.31.0.00	\$7,967.00
1	1	1	office supplies	23.6399	\$8,000.00
1	1	1	teacher office supplies	11.6399	\$10,500.00
1	1	1	AVID stipend and fringe combined	11.6118,6141,6143,6145,6146	\$6,156.00
1	1	1	AVID travel students	11.6412.00.048.31.0.00	\$3,500.00
1	1	1	teacher supplies	11.6399.00.048.11.0.PE	\$1,132.00
1	1	1	fixed assets	23.6395	\$0.00
1	1	1	awards and incentives	12.6498.00.048.11.0.00	\$1,500.00
1	1	1	operating leases	11.6269	\$20,000.00
1	1	1	misc. operating expense	23.6499	\$2,500.00
3	1	3	Supplies and Maintenance	51.6315	\$0.00
3	1	3	Misc. Contracted Services / Mats	51.6299	\$0.00
3	1	4	Window Decals for Library	12.6399	\$0.00
3	1	6	Library Reading Materials	12.6329	\$0.00
3	1	6	Library Awards and Incentives	12.6498	\$0.00
Sub-Total					\$90,373.00
Budgeted Fund Source Amount					\$90,373.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher office supplies/211 title I	11.6399	\$1,636.00
1	1	1	32.6499.00.048.24.0.00		\$700.00
1	1	1	mis. contracted services	13.6299	\$5,600.00
2	2	2	misc operating expenses	211.61.6499.00.048.24.0.00	\$100.00
4	1	1	travel employee	13.6411.00.048.24.0.00	\$2,000.00
4	1	1	regional educational services	13.6239.00.048.24.0.00	\$800.00
4	1	1	professional services	211.33.6219.00.048.24.0.00	\$100.00
4	1	1	misc contracted services	211.11.6299.048.24.0.00	\$3,800.00
4	2	5	Misc. Operating Expense (clothing applications)	32.6499.00.048.24.0.00	\$700.00
4	2	5	Professional Services	33.6219.00.048.24.0.00	\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	Misc. Operating Expense	61.6499.048.24.0.00	\$0.00
Sub-Total					\$15,436.00
Budgeted Fund Source Amount					\$14,136.00
+/- Difference					-\$1,300.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	travel employee	255.13.6411.00.048.24.0.00	\$1,320.00
4	1	1	CAST training	255.13.6411.00.048.24.0.00	\$1,679.11
4	1	1	regional educational services	23.6411.00.048.24.0.00	\$914.00
4	1	1	regional educational services	13.6239.00.048.24.0.00	\$1,600.00
4	1	1	regional educational services	23.6239.00.048.24.0.00	\$300.00
Sub-Total					\$5,813.11
Budgeted Fund Source Amount					\$5,814.00
+/- Difference					\$0.89
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Office Supplies	11.6399	\$2,008.00
Sub-Total					\$2,008.00
Budgeted Fund Source Amount					\$2,008.00
+/- Difference					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5			\$0.00
4	1	1	misc contracted services	23.6299.00.048.11.0.00	\$1,400.00
4	1	1	CAST training	13.289.6411.00.048.11.0.00	\$610.00
4	1	1	travel employee	289.13.6411.00.048.11.0.00	\$574.00
Sub-Total					\$2,584.00
Budgeted Fund Source Amount					\$2,584.00
+/- Difference					\$0.00

Athletic Fund (181)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Athletics Equipment and Supplies	6399	\$25,250.00
Sub-Total					\$25,250.00
Budgeted Fund Source Amount					\$26,250.00
+/- Difference					\$1,000.00
Grand Total Budgeted					\$157,486.00
Grand Total Spent					\$160,240.31
+/- Difference					-\$2,754.31

# Addendums

**Donna Independent School District**  
**Translation Procedure**

**Purpose:**

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

**Types of Translation Available:**

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

**Data Used to Determine Translation Needs:**

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

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

**Documents/Information to be Translated:**

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

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

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

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

**Monitoring:**

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



**Donna Independent School District**  
**Procedimiento de traducción**

**Propósito:**

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

**Tipos de traducción disponibles:**

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

**Datos utilizados para determinar las necesidades de traducción:**

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

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

**Documentos/Información a traducir:**

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

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

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

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

**Monitoreo:**

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

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# COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez  
Federal Programs/SCE Director

## Vision

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

## Mission

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

## Number One Outcome

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

## Our Shared Beliefs

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

## DISD Strategic Plan Goals

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

# PURPOSE OF A CNA

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

# HOW DO WE START THE CNA PROCESS?

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



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

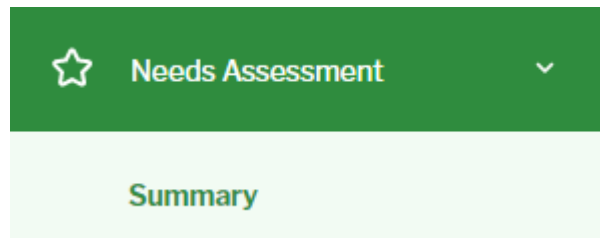
# CONT.

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

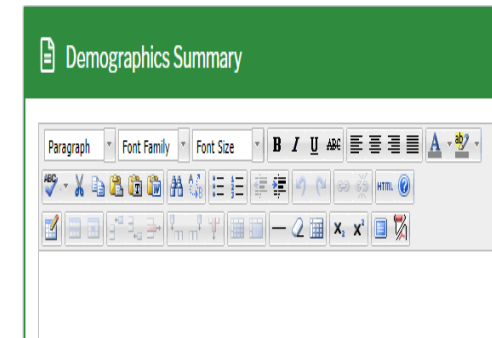


# DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

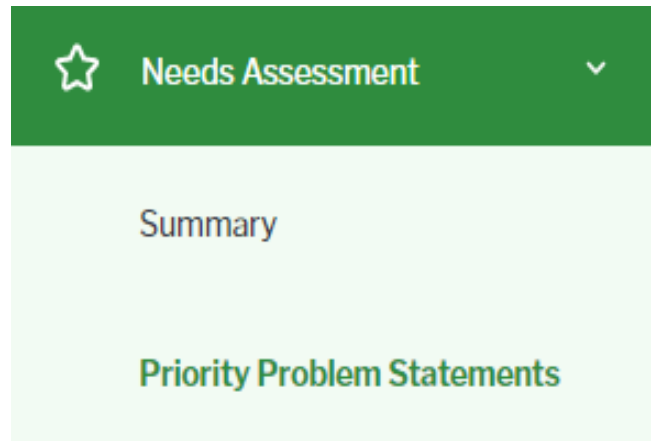


Demographics  
Student Learning  
School Processes & Programs  
Perceptions



# CONT.

- Enter problem statement and root cause





## Demographics

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



# CONT.

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

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



## Accountability Data

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

Save Accountability Data

# UPLOADING DOCUMENTATION ON TITLE I CRATE

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

## Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

---

# CONT.

- Click District Crate upload on the left hand side

**Welcome, Griselda Alvarez**  
DISTRICT POWER USER



Home



District Crate Upload



Reports



History

# CONT.

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

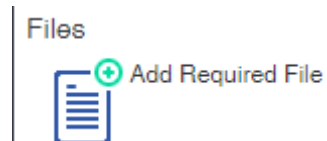


- Click on #3 CNA Documentation

**3**

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

- Click the + add required file and upload your documents



# QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

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



# PROFESSIONAL PRACTICES (GOAL 1)

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



# STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

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



## PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

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





# STAFF ENGAGEMENT (GOAL 1 AND 2)

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



# STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

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



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

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



# QUESTIONS TO CONSIDER

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



# LAST STEP - BUDGET

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



Focus On Student Success



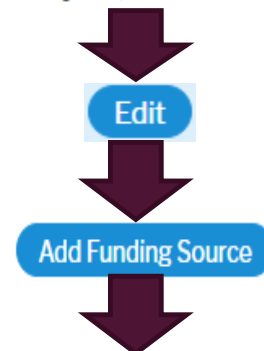
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

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

# CONT.

## Strategy 1

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



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

# BREATHE

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

