

Donna Independent School District

3D Academy

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of 3D Academy is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Vision

We envision 3D Academy as being an exemplary school staffed with highly qualified individuals working collaboratively to graduate college, career, and military-ready students who will be a powerful force for positive change in our community.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to
 - Provide a vertically aligned rigorous curriculum (PK-16).
 - Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
 - Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.
2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to
 - Attract and retain highly qualified staff.
 - Provide ongoing targeted staff development.
 - Provide the most current research-based and state of the art instructional resources.
3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to
 - Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
 - Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
 - Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources
4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to
 - Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.
 - Provide security measures at all campuses to establish a learning climate of mutual respect.
 - Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.
5. We believe that our school district must be a model for sound fiscal responsibility and integrity. As a result, we are determined to
 - Establish policies and procedures to promote ethical practices in all areas of fiscal management.

- Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
- Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to

- Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.
- Accommodate parents' work schedules when creating parent involvement opportunities.
- Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).

7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to

- Involve community members by inviting them to serve on school and district committees.
- Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.
- Ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.

8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined to

- Work as unified team to find solutions to the district's most pressing issues.
- Require that every project specify the persons responsible to facilitate proper coordination of efforts.
- Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Revised/Approved: June 10, 2020

Demographics

Demographics Summary

Enrollment numbers at 3D Academy decreased from the previous school year. As per the Fall 2019 TSDS Snapshot, 146 students were enrolled for the fall semester compared to 158 total students from the previous year. Overall, 3D Academy had a total of 252 students enrolled during the 2019-2020 school year (a 15% decrease from last year).

3D Academy is made up of rural area students with 46-52% of its population being LEP students, 45% ESL students and 9% special education students. 99% of its students are identified as Hispanic with a 50/50 males-females percentage (54% - 46% in the summer). Currently, 3D Academy enrolls students from grades 9-12 and who are in danger of not graduating with their cohort or students who have fallen behind due to their past records at their home campus. All students enrolled at 3D Academy are interviewed to ensure they are coming voluntarily and to make sure our campus will be able to meet their needs. Students are invited to enroll and take advantage of the multiple opportunities provided at 3D Academy.

Students who enroll at 3D Academy have not exited their respective programs but do eventually meet the graduation requirements in spite of their at-risk identification. 100% of all 3D Academy's students are "at risk" students. Student categories for at-risk include: student failure to meet standards on STAAR exams, students not passing to next grade level due to insufficient credits, the student is a parent, the student has been placed in AEP and students is identified as LEP and or a drop-out. Students continuously enroll or withdraw due to various reasons and stability is usually lacking for a large portion of our students; hence, the campus mobility rate is at 87%.

With regards to staff demographics, staff members at 3D Academy are comprised of 1 Administrator, 1 Dean of Instruction, 1 English Strategist, 1 Counselor, 1 Nurse, 1 Student Liaison, 3 Math Teachers, 2 Science Teachers, 3 ELA teachers, 3 Social Studies Teachers, 1 BIM teacher (dual assignment from DAEP), 1 Special Education Teacher, 1 Special Education Instructional Aide, 1 Secretary, 2 Clerks, 2 Custodians, and 1 Security Guard. 70% are females, 30% are male. 97% of staff is Hispanic. One of the strengths at our high school is the low student to teacher ratio, which allows students to benefit from everyday targeted, focused, data-driven instruction (this resulted in an increase number of students who received an approaches performance level on their EOC exam).

Demographics Strengths

1. 3D Academy has a good teacher student ratio.
2. 3D Academy's teacher turnover rate is excellent (reasons teachers leave 3D Academy are retirement or job promotion)
3. Flexible opportunities of all students.
4. Experienced teachers.
5. Assessment data showed growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is high number of attendance problems and a high percentage of students are at risk of losing some or all of their credits due to insufficient attendance. **Root Cause:** Students have a history of truancy problems due to real life challenges (e.g. lack of childcare, legal problems, lack of home stability) that need to be addressed.

Problem Statement 2 (Prioritized): There is a lack of CCMR programs available to our students at 3D Academy. **Root Cause:** 3D Academy lacks MOUs with outside agencies to provide students with CTE course options and has no CTE teachers on campus to provide students with CTE courses. Furthermore, 3D-Academy scheduling interferes with CCMR classes at the high school thus limiting the opportunities for its students to take courses at DHS or DNHS.

Problem Statement 3: There was a lower number of student enrollment **Root Cause:** Lack of advertisement or community awareness on behalf of the school.

Student Learning

Student Learning Summary

Student achievement data is disaggregated and interpreted using multiple sources which include: six weeks passing and failing averages, credits earned, student attendance, TELPAS ratings, special accommodations for instruction and assessments, Student Learning Objectives, and individualized content STAAR assessment scores.

3D Academy follows a non-traditional calendar which is broken into trimesters. Hence, one six weeks equates to one semester. Every six weeks students either pass or fail which results in a received credit. Each credit earned allows the student to inch closer to graduation and move up a grade level. Nonetheless, given the calendar that we follow, students who are consistently absent for unexcused reasons will not benefit from 3D Academy.

Integrated accommodations allow 504 students and special needs students to advance at a comfortable pace. However, due to the acceleration of the curriculum, some quality/quantity of the curriculum may be absent. Furthermore, it is often difficult to rely on the assessments as good indicator for the students' academic progress particularly given that students rely on the IGC process to graduate (this happens more frequently with Eng. I and II EOC's).

In the past, the goal of 3D Academy has been to prevent dropout rates and provide credit recovery to the point the students meet their graduation requirements. The importance of the EOC's was primarily to ensure students passed 3 of the 5 in order to qualify for the IGC process. To increase the significance placed on these assessments, students were made aware that an increase in their scale score was expected in order to receive a positive recommendation by the IGC committee. However, this practice is changing and the goal for 3D Academy is to ensure students are CCMR by the time they graduate.

At 3D Academy, students have the opportunity to receive multiple credits throughout the school year. Within a six weeks times, or trimester, a student receives a half credit for every class they pass. In most cases, a student can garner up to 2-3 credits per six weeks if they are actively attending and participating in class. Additionally, every student is concurrently enrolled in an Edmentum course (PLATO) where they can also get more credits. Within a week, a student can get an entire credit through PLATO if they finish all the simulated lessons and coursework. Due to the accelerated time frame 3D Academy follows, students who are actively participating and attending classes are making the most progress. Hence, not only are they receiving the most instruction throughout the six weeks, but they are also picking up many credits; and in turn being prepared to pass any content area STAAR assessments they need.

3D Academy is already considered an intervention campus, therefore, within every classroom small groups, differentiated and shelter instruction strategies are constantly in use. Students who are actively seeking out tutoring or that are attending EOC camps get a chance to clarify any misconceptions about content with their teachers before an assessment. These students get an in-depth explanation and one on one time with the teacher covering core content. 2019 Fall EOC data was positive and showed improvement in most areas. Our US History department surpassed the set goal for our Targeted Improvement Plan's Cycle 2, and overall there was improvement in the percentage of students achieving approaches performance level on the state exams.

FALL EOC DATA:

Eng 1: 38% app (+22), 3% meets (-4), 0% masters (0),

Eng 2: 14% app (+5), 6% meets (+4), 0% masters (0),

Alg.1: 82% app (+31), 18% meets (+10), 9% master (+6),

US: 73% app (0), 40% meets (+22), 8% masters (+4),

Bio: 67% app (+10), 0% meets (-9), 0% masters (0)

As for the attendance and drop-out rates, as in any alternative public school, mobility and apathy play a significant and negative impact on academic and graduate performance. Attendance continues to be a problem at 3D Academy and efforts have been made to improve in this area. This year, students with perfect attendance were rewarded with meals and were allowed to participate in various campus events. Nonetheless, our attendance still suffered and dropped as low as 45% with a high of 72% average.

Students with consistent attendance rates make the greatest annual progress. They earn the most credits and have the highest passing rates for state assessments. All entering students are capable to making projected growth. However, it is the students who attend tutoring and are actively participating in class that are showing the most significant signs of projected growth. Additionally, all enrolled students are being taught in small teacher to student ratio classes, which helps them benefit from sheltered instruction practices. This allows their progress to spread throughout all the content areas despite if they are ELL, Special Education or 504.

Student Learning Strengths

Our campus has a good student to teacher ratio thus improving student outcomes (individualized teaching and tutoring).

Implementation of trades in our campus improved.

Aligned curriculum and developed action plans.

Targeted instruction through SLO development

Experienced content area teachers

Shared conference period to allow collaboration between teachers to discuss best practices

Sharepoint (curriculum, scope and sequence, differentiated instruction)

Project Rise (Staff development/Master Teachers)

EOC Review materials provided by central office directors (SS)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Scope and sequence and assessment calendars are lacking in some of the content areas. **Root Cause:** Lack of support/guidance/feedback/collaboration and no follow through from central office directors

Problem Statement 2: Attendance rates are below the standard. **Root Cause:** Domestic instability, lack of childcare, physical & mental conditions, and economic disadvantages all contribute to student absenteeism.

Problem Statement 3: Lack of technology resources/supplies, Wi-Fi access, and infrastructure. **Root Cause:** Technology spending in schools can be very costly, the lack of Internet access is evident for students who live in rural areas or come from a low social-economic background, and infrastructure; the need to expand learning space that is more inviting and interesting.

Problem Statement 4: Low concurrent enrollment and CTE staff. **Root Cause:** Many students lack interest, have jobs, and/or are not prepared or can handle the stress that comes along with the demands of college. CTE staff may be low because our campus does not have the facilities or the workplace to teach trades, and it may have a rigorous work schedule.

School Processes & Programs

School Processes & Programs Summary

All teachers and instructional aides meet the appropriately certified requirements as per the TEA. Every teacher at 3D Academy is provided with opportunities to attend Professional Development involving best practices in and around their area. Departmental Instructional Planning Days are scheduled strategically throughout the calendar year and the campus Principal along with the content strategists and Dean will review the data to plan for professional development. This in addition to teacher's goals and student learning objectives collectively play a role in determining what professional development to plan throughout the year. All professional development is discussed via department meetings and then submitted to the principal for review. Region I, IEP training, Sheltered Instruction, TCSS (Texas Council for the Social Studies), CAST (Conference for the Advancement of Science Teaching), RGVA (Rio Grande Valley Science Association of Texas), are but a few resources teachers have available. Implementation is monitored via walk-throughs, coaching sessions and T-TESS. 3D Academy's goal is to retain 97% of its staff and to maintain 90% attendance rate.

Follow-up data regarding teacher performance is provided to teachers via Eduphoria using the T-TESS format and walk throughs. Donna ISD recruits highly qualified and effective staff through the use of job fairs, the Donna ISD website, and newspaper ads. Once the interview process is completed, recommendations are then submitted to the board for approval. Our staff attendance rate is within goal.

During the registration process, students and family members are given the opportunity to meet with campus administrators and counselors. The meetings allow significant information to be communicated regarding our program, rules, and expectations. For instance, a student code of conduct is distributed to each party to ensure campus policy and procedures are understood. Students and family members are also educated on how to be successful in our program. Therefore, they are informed on the importance of obtaining credits, attending school on a daily basis, and maintaining good behavior. Throughout the school year, family members are continuously encouraged to be involved in their child's education. Parent phone calls and home visits are made in an effort to contact families regarding their child's education and to inform them on the importance of their involvement. Families are also invited on campus to meet with teachers to view their child's classroom work or to discuss any questions or concerns they may have. As 3D Academy services predominantly Spanish speaking households, all information distributed to students and parents is provided in both English and Spanish. The majority of staff members are bilingual and can effectively communicate with families, as the translation is required.

For the students residing at home, parents are included in their child's education by assisting in financial aid sessions. During the financial aid development, parents are required to input information, as well as provide employment documentation. Parents are also a part of the CLPAC and DLPAC committee, which includes them in the decision making process at the campus and district level. In 504 and ARD meetings, family members are invited to help the campus determine ways the student can be successful in their education. South Texas College and Texas Workforce representatives are also invited to ARD meetings to provide information and assist the student in their post-secondary education. To help students and families with the necessities they may need, various clothing and shoes are donated. They are also provided with additional information on agencies that can offer financial assistance, such as 211. If a student requires help with medical or personal issues, they are referred to organizations that can assist with their specific need. For instance, Nuestra Clinica del Valle, John Austin Pena, Palmer Drug Abuse Program, Behavioral Health Solutions of South Texas, Youth Recovery Community, Buckner Star Program, Teaching & Mentoring Communities, along with Texas Health and Human Services assist students and families with healthcare, counseling, crises intervention, and substance abuse. In addition, our campus partners with the Mothers of Preschoolers Program (MOPS), Valley AIDS Counsel, and LUPE to further assist and support students and families.

For the special population on campus, the inclusion teacher and paraprofessional provide instructional accommodations and support. The Individual Education Plan of the special education student and Individual Accommodation Plan of the 504 students determine the type of assistance provided. The districts social worker and school psychologist also provide counseling services to students in need of additional assistance. The counselor and a school strategist are available to help migrant students stay on track with their education and attendance. A home instruction program also assists pregnant and teen mothers with continuing and completing their education. In addition, teachers are provided with professional development on sheltered instruction and differentiated instruction to help them implement strategies for the EL population, as well as to increase the academic success for all diverse learners on campus. An ESL and ELA strategist provides additional assistance to teachers who need help creating and implementing sheltered instruction. At the beginning, middle, and toward the end of school year, LPAC meetings are arranged to determine the essential modifications or accommodations needed for each EL student. The services listed have been effective in helping the at-risk students complete their credits needed for graduation.

3D Academy also partners with various organizations to assist students with post-secondary education. For example, Texas State Technical College, South Texas College, Brightwood College, The University of Texas-RGV, The University of Cosmetology Arts & Sciences, and Vogue College provide students with detailed information on their institution, such as the services they can provide, along with degree plans. Field trips and transition fairs help to provide students with the opportunity to tour different campuses and seek clarification on the services provided by the organization. In addition, a TAMUK career interest inventory assists students in exploring job opportunities and obtaining information on qualifications needed to pursue a chosen career. Furthermore, Texas Workforce Solutions offers a job readiness training for special education and 504 students interested in learning how to create a resume, complete an application, and conduct a proper interview. The family and community involvement has helped to improve student knowledge, experience, and has helped to create a positive campus culture.

School Processes & Programs Strengths

1. Teachers receive support & feedback via Project RISE Master teacher and walk-throughs.
2. Teachers are provided with opportunities to attain professional development throughout the year.
3. Efforts are made to include all stake holders in the decision-making processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is low parent/family involvement at 3D Academy. **Root Cause:** 3D Academy students often do not have the supports at home and/or parents are unaware of the available opportunities for them to get involved at school.

Problem Statement 2: There is a lack of promotional outlets for family and community involvement. **Root Cause:** The campus has not provided parents and the community members with additional opportunities to be further involved with our program.

Problem Statement 3: 3D Academy's discipline plan does not effectively address students' behavior. **Root Cause:** There is a lack of effective interventions and/or consequences for students who get written-up.

Problem Statement 4: Training opportunities for non-exempt employees is not always available. **Root Cause:** Training and/or funding is not always available for the support staff to attend training.

Problem Statement 5: There is a lack of volunteer opportunities, internships and job shadowing available. **Root Cause:** Partnerships with outside agencies or organizations have not been fully established.

Perceptions

Perceptions Summary

Students describe the campus as a clean and flexible learning environment, where they are able to complete their credits, pass their STAAR exams, and obtain their high school diploma. Teachers believe the campus creates an environment which fosters important relationships between teachers and their students, through smaller class sizes and increased opportunities to know their students. These relationships promote student learning and successful completion of graduation requirements. Students appreciate the flexibility of scheduling and the rapid pace possible, allowing them to catch up on their credits. When students visit the campus with the hopes of registering, they are immediately welcomed by the front office staff. They then meet with the school counselor and school principal to discuss the program requirements, class schedule, and are allowed to ask any questions they might have. Both students and staff share the same mission. We want the students of 3D Academy to complete their graduation requirements college, career, and military ready. The school counselor, office staff, and teachers are always available to answer questions and direct students throughout the day. The attention given to each student creates a greater sense of belonging and shows a concern for their well-being and success. The staff at 3-D Academy genuinely care about the helping each student graduates and reach their full potential. Our campus is small, so students get to know each other and have the opportunity to work together towards similar goals. Teachers feel the small class sizes make it easier to give each student the individual attention they need and are able differentiate instruction to better target the student's needs.

Our campus has some effective safety measures in place. We have a full-time security guard on campus, all doors are locked, and all visitors must announce themselves via knocking or by phone and report to the main office. All students are required to sign out whenever leaving the campus early. All school personnel are required to wear photo identification tags. As an additional security measure, our campus is partially fenced in and we have security cameras. Unfortunately, we have walls to our computer labs and offices which are completely glass; these are covered with motivational posters in order to obscure the view inside. However, they could be easily shot and broken to reveal students inside and these rooms have no secondary exit. Some classrooms have windows but no way to open them, should an emergency arise. Portable buildings, like the classrooms, need to have secondary exits and be made more secure. The portable doors need to have a peep hole so that teachers can see out before opening their doors. Ensuring student, teacher and staff safety makes it easier for teachers to teach and for students to learn.

The majority of our students are satisfied with the school's culture and climate. They feel our campus provides a relatively safe environment, conducive to learning. While students are satisfied with our campus, we still continue to have a problem with attendance, tardies and cell phone abuse. Some of our students have jobs and families outside of school that they must prioritize, which in turn affects their attendance and punctuality. In order to encourage attendance, office staff make daily phone calls to the homes of students who are absent. If the student continues to be absent, home visits are made by our Community Liaison. Students with high absenteeism are referred to truancy court when no other option is available. However, those with good attendance are rewarded with meals, field trips, and public announcements. Some of our students have never traveled outside of the Valley and would benefit greatly from field/lessons trips both locally and outside of the RGV. These trips could be a means of instruction and a way to encourage good campus behavior and attendance.

Most of the discipline problems that arise at our campus result from students leaving campus without permission, being insubordinate/disrespectful, and/or drug related issues. Each year, students are informed about the adverse effects of drugs and alcohol, as well as the consequences they will face if they are under the influence or in possession of controlled substances on campus. The K-9 unit occasionally visits our campus to sweep for drugs. Every year the school counselor meets with students to discuss and discourage bullying. Any incidents of bullying are handled immediately by campus administration. Disciplinary removals to DAEP have occurred primarily due to drug-related offenses. Discontinuance of school enrollment is rare and is usually due to the student's failure to comply with school attendance, conduct, and academic policies.

3D Academy has not had many problems related to gangs or weapons. The majority of our discipline problems are insubordination or drug related. Students are informed about the adverse effects of drugs and alcohol and about the disciplinary actions that follow drug-related offenses. If students are caught under the influence of drugs or alcohol, they are removed from campus and sent to DAEP. Our academic counselors are able and willing to provide counseling services to any student who requests them.

Each year, the academic and behavioral practices are reviewed by the school administration, with the oversight of the superintendent. Our strategies have proven to be effective for preserving an overall safe learning environment. The school policies are both proactive and reactive. The walls of our campus are covered in motivational posters meant to encourage and motivate students to succeed. Classroom management and organization has not been a major problem at our campus. Due to the small class sizes, teachers are

better able to manage their classrooms. Our staff does not need to write referrals often; most problems are managed effectively in the classroom. However, at times students having conduct issues may be sent to the office where they conference with the school principal in order to reach a solution. Due to successful classroom management techniques, student achievement is able to continue growing.

3D Academy is an alternative campus so student clubs were not part of the budget. However, all students have the opportunity to participate in activities we have throughout the year (e.g. listening to guest speakers who come and inform our students about various topics, college campus tours that allow our student to experience the different colleges and universities available to them, and field trips). When a student meets their graduation requirements, the student is brought to the front office to ring a ceremonial bell over the intercom. This is a way of congratulating the student and motivating other students to complete their graduation requirements as well.

Perceptions Strengths

Students' perception of their teachers and 3D Academy is favorable.

Student referrals were considerably low this school year.

Stakeholders create high expectations to achieve student achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Safety measures in place do not address all stakeholders' concerns. **Root Cause:** Teachers and students located in portables are not as safely secured as teachers and students located inside the main building.

Problem Statement 2: Parents/guardians unaware/misinformed of the vision and mission of our campus. **Root Cause:** There is a lack of communication and/or sharing the vision and mission of our campus to all the outside stakeholders.

Problem Statement 3 (Prioritized): 3D Academy is looked upon negatively by district students, other schools, and professionals who are unaware of the opportunities provided here.. **Root Cause:** 3D is not positively exposed as it should. 3D has made significant positive contributions to the district, these contributions have yet to be shared with the entire district.

Problem Statement 4: Discipline behavior plan in place does not address all behavior concerns. **Root Cause:** Discipline plan in place is exclusionary and does not provide interventions that address behaviors which interfere with student achievement on campus.

Problem Statement 5: 3D Academy lacks different clubs, activities, etc. for different student interest groups **Root Cause:** School calendar, attendance problems make it challenging to establish interest groups on campus.

Priority Problem Statements

Problem Statement 1: There is high number of attendance problems and a high percentage of students are at risk of losing some or all of their credits due to insufficient attendance.

Root Cause 1: Students have a history of truancy problems due to real life challenges (e.g. lack of childcare, legal problems, lack of home stability) that need to be addressed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of CCMR programs available to our students at 3D Academy.

Root Cause 2: 3D Academy lacks MOUs with outside agencies to provide students with CTE course options and has no CTE teachers on campus to provide students with CTE courses. Furthermore, 3D-Academy scheduling interferes with CCMR classes at the high school thus limiting the opportunities for its students to take courses at DHS or DNHS.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3D Academy is looked upon negatively by district students, other schools, and professionals who are unaware of the opportunities provided here..

Root Cause 3: 3D is not positively exposed as it should. 3D has made significant positive contributions to the district, these contributions have yet to be shared with the entire district.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals







Goal 1: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: The district will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of 9-12 students reading on or above grade level will increase by 4%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS

Summative Evaluation: None

<p>Strategy 1: Students will be expected to read more in all content areas everyday.</p> <p>Strategy's Expected Result/Impact: Increase the amount of practice completed on a daily basis.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: All ELA teachers will use novels and other relevant and real life reading materials such as applications, safety guidelines, and other industrial literature to conduct fluency checks on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: Teachers Lesson Plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: ESL: Facilitate 9-12 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

Summative Evaluation: None

<p>Strategy 1: Campus will ensure that all content teachers receive ESL training. Strategy's Expected Result/Impact: Student English language acquisition will increase. Staff Responsible for Monitoring: Strategist Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Campus will implement a pull-out ESL program to address the deficiencies of students on a one to one basis. Strategy's Expected Result/Impact: Increase TELPAS scores Staff Responsible for Monitoring: Dean of Instruction Principal ESL Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				










Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.



Performance Objective 1: The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR EOC will increase from a 41% to a 60% by 2023.


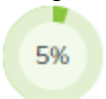

Targeted or ESF High Priority


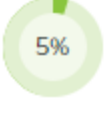

Evaluation Data Sources: EOC Assessment results







Summative Evaluation: None

<p>Strategy 1: Integrate Reading and Writing Instruction using Dinah Zike, Kamico, TELPAS, Edgenuity, Released tests, magazine subscriptions, books, document reader, Stemsscopes, and headphones.</p> <p>Strategy's Expected Result/Impact: Increase in students passing EOC assessments and the percentage of student graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, Counselor and Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
Reviews																	
Formative			Summative														
Sept	Dec	Mar	June														
																	
<p>Strategy 2: Provide the appropriate resources for improved writing, etc. such as but not limited to dictionaries/thesaurus combinations and usage of handbooks.</p> <p>Strategy's Expected Result/Impact: Increase in students passing EOC assessments and the percentage of student graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, counselor, teachers</p> <p>Comprehensive Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
Reviews																	
Formative			Summative														
Sept	Dec	Mar	June														
																	
<p>Strategy 3: Integrate technology to enhance instruction in all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies through software/applications (such as Edgenuity, Kahoots, Padlet, etc.) and hardware (such as chromebooks, hotspots, smartboards, document cameras, poster printer, and etc.).</p> <p>Strategy's Expected Result/Impact: Increase in students passing EOC assessments and the percentage of student graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, counselor, teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: classroom screens, chromebooks, poster printer - School Improvement Grant (211.SI) - \$71,612</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
Reviews																	
Formative			Summative														
Sept	Dec	Mar	June														
																	

<p>Strategy 4: Promote a non-traditional and traditional instructional settings in all content instructional areas:</p> <ul style="list-style-type: none"> * providing teachers with classroom furniture (i.e.- desks, tables, computer tables, chairs, storage, & etc. * educational/ instructional field trips * Arrange classroom using a reading/writing workshop model (using tables to implement model) * Reduce lectures in favor of mini-lessons and application *Provide tools such as restroom passes, clocks, timers and etc. to create a non-interrupted 55 minute where students are engaged in instruction. <p>Strategy's Expected Result/Impact: Increase in students passing EOC assessments and the percentage of student graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, counselor, teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 5: Provide staff development in the following areas: Professional Learning communities (PLCs), Data analysis training, Differentiated Instruction (modeling/coaching), Classroom Management, and Sheltered Instruction.</p> <p>Funding will be allocated to purchase office supplies, printers, copiers, shredders, warehouse supplies, etc to expedite resources needed for staff development and daily operations.</p> <p>Strategy's Expected Result/Impact: Sign-In sheets Agendas Evaluations</p> <p>Staff Responsible for Monitoring: Directors, Principal, Dean, campus strategist, Instructional leadership team</p> <p>Title I Schoolwide Elements: 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 - Comprehensive Support Strategy</p> <p>Funding Sources: clerical material, warehouse material and misc. items needed for office use - Local (199) - 199.23.6399.00.006.99.0.00 - \$2,650, copier lease - Local (199) - 199.23.6269.00.006.99.0.00 - \$3,600</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

<p>Strategy 6: Assist in the coordination (plan, work and feed) of staff Development to support all content instructional areas and all District, State and Federal requirements and to include: RGVCTM, Region One, RGVSA Conf., CAST, CAMT, National Council of Teachers of Mathematics (NCTM) Soc. Studies Annual Conf., ELA Conf., AHA! T3 International Conference, Technology Conf., RGV STAT, Jensen Conf., Writing and Grammar Workshops, TCEA, TASSP, TASA, TAAE, TXSBLE, 2018 NAEA Conference & etc.</p> <p>Strategy's Expected Result/Impact: Sign-In sheets Agendas Evaluations</p> <p>Staff Responsible for Monitoring: Directors, Principals</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: TXSBLE CONFERENCE - Local (199) - 199.32.6411.00.006.99.0.00 - \$75, CONFERENCE - Teacher/Principal (255) - 255.23.6411.00.006. - \$1,500, CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC - Teacher/Principal (255) - 255.13.6411.00.006 - \$900, REGION ONE - State Comp.(164) - 164.13.6239.00.006.30.0.00 - \$800, CAST CONF., SOC. STUD. CONF., CAMT, RGV STAT, TECH., ELA & ETC CONFERENCES - State Comp.(164) - 164.13.6411.00.006.30.0.00 - \$2,600, CAST, SS, ELA, CAMT, TECH. ETC. CONF. - Local (199) - 199.13.6411.00.006.99.0.00 - \$650, CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC - Title I (211) - 211.13.6411.00.006.24.0.00 - \$3,100, REGION ONE WORKSHOPS - State Comp.(164) - 164.23.6239.00.006.30.0.00 - \$500, REGION ONE WORKSHOPS - Local (199) - 199.23.6239.00.006.99.0.00 - \$300, TASSP Conference, Assessment and Nat'l. Alt. Edu. Conference - Title I (211) - 211.23.6411.00.006 - \$2,000, CONFERENCE - Teacher/Principal (255) - 255.32.6411.00.006 - \$1,200, NAEA CONFERENCE - Local (199) - 199.23.6411.00.006.99.0.00 - \$50, REGION ONE - Teacher/Principal (255) - 255.13.6239.00.006 - \$1,000</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 7: Incorporate training into daily instruction such as but not limited to Cooperative Learning activities, integrated reading strategies, sheltered instruction and differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Classroom Observations and lesson plans</p> <p>Staff Responsible for Monitoring: None</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 8: Enhance Language experiences through a variety of media using such items but not limited to document cameras, smart boards, computers and headphones.</p> <p>Strategy's Expected Result/Impact: Classroom Observations and lesson plans</p> <p>Used in lesson and on lesson plans: - Stemsscopes - Schoology - Edmedo</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				

<p>Strategy 9: Teachers will develop and utilize hands-on activities such as presentations, experiments and demonstrations and virtual labs by using SMART technologies, headphones, digital cameras, calculators, digital microscope, bookcases, basketball system, physical education equipment, bulletin boards, warehouse supplies, ink cartridges, copier machines and manipulatives for all applicable instructional areas.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Weekly Assessments EOC results</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: warehouse supplies, manipulatives, calculators, etc. - State Comp.(164) - 164.11.6399.00.006.30.0.00 - \$10,034, Copier Lease - Local (199) - 199.11.6269.00.006.11.0.00 - \$3,000, warehouse supplies, manipulatives, calculators, etc. - Title I (211) - 211.11.6399.00.006.24.0.00 - \$2,100, warehouse supplies, manipulatives, calculators, basketball system, etc. - Local (199) - 199.11.6399.00.006.11.0.00 - \$1,000</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 10: Provide teachers with training on Eduphoria's Aware module to track and analyze student data from state and local assessments in order to guide instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to print and analyze assessment data results to help them guide and improve their lessons.</p> <p>Staff Responsible for Monitoring: Eduphoria Aware Program Campus Admin. Curr. Specialists General Education and Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 11: Strategically develop graduation/intervention plans to ensure students receive the services they need to be successful.</p> <p>Strategy's Expected Result/Impact: Student data needs Student expectations, Score released tests benchmark and daily assessments</p> <p>Staff Responsible for Monitoring: Teachers Counselor</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

<p>Strategy 12: Provide teachers with training, supports, and resources (i.e. Scholastic reading supports, consulting services, Reg. 1 trainings, etc.) to properly analyze assessment data, deconstruct TEKS, and target their instruction to meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Supports, training, and resources will result in an increased percentage of students meeting District, State, and Federal standards (STAAR EOC, TELPAS, etc.).</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: CONSULTING SERVICES - School Improvement Grant (211.SI) - \$17,500</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 13: Provide student support services such as, but not limited to: Credit retrieval classes, EOC Camps, Extended Day - Saturday Tutorials, Continuing Education courses, College Credit Courses, College Success Courses, Accelerated instruction, Small group instruction, Test taking strategies, etc.</p> <p>to assist students in completing all Exit Level/Graduation requirements and post-secondary education transition.</p> <p>Strategy's Expected Result/Impact: Students are expected to show academic growth within content area in which they received support and graduate college, career, and military ready.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutorial Staffing Cost - School Improvement Grant (211.SI) - \$5,978, transportation - School Improvement Grant (211.SI) - \$1,350, misc. expenses - Snacks - School Improvement Grant (211.SI) - \$350</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
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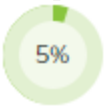


Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.








Performance Objective 2: Bilingual/ESL Education: Increase the number of students identified as ELL students achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment results

Summative Evaluation: None

<p>Strategy 1: Require the English Language Proficiency standards and the use of sheltered instruction strategies using dictionaries/thesauruses, word walls, visuals, on-line resources, warehouse materials, headsets, reading materials and etc.</p> <p>Strategy's Expected Result/Impact: Increase in students passing TAKS assessments and the percentage of student graduation rate.</p> <p>Staff Responsible for Monitoring: Principal, counselor, teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: INSTRUCTIONAL MATERIAL - Title III (263) - 263.11.6399.00.006.25.0.00 - \$1,016</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Assess student language using TELPAS and locally developed assessments.</p> <p>Strategy's Expected Result/Impact: LAS/TELPAS TEST</p> <p>Staff Responsible for Monitoring: Counselor</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 3: Provide ESL services/strategies such as sheltered instruction and differentiated instructional practices.</p> <p>Strategy's Expected Result/Impact: Attendance Sign -In Sheets Lesson Plans</p> <p>Staff Responsible for Monitoring: Bilingual Director ESL strategies</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 4: Provide training on differentiated instruction to address the needs of the LEP and other At-Risk populations. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 5: Campus administrators are to be trained in sheltered instruction and utilize special observational protocol to ensure fidelity of implementation. Strategy's Expected Result/Impact: Fidelity of the implementation of Sheltered Instruction. Staff Responsible for Monitoring: Principal and Dean of Instruction Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Provide teachers with resource materials such as Spanish/English School Dictionaries to assist in the implementation of instruction administration of state tests such EOC, but not limited to TEKS and EOC objectives - study guide and previous EOC release tests in all content instructional areas. STAAR EOC resources and released test	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				




Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.



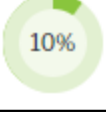




Performance Objective 3: Special Education: Meeting Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment Results







Summative Evaluation: None

<p>Strategy 1: Students with disabilities will be educated in an inclusive setting.</p> <p>Strategy's Expected Result/Impact: PLATO Completion Reports Teacher Assessment</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Reviews			
<p>Strategy 2: Identified students receiving Special Education services will receive a free and appropriate education and their academic needs will be met.</p> <p>Strategy's Expected Result/Impact: State and Local assessments</p> <p>Staff Responsible for Monitoring: Administration Diagnostician Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Sept 	Dec	Mar	June
<p>Strategy 2: Identified students receiving Special Education services will receive a free and appropriate education and their academic needs will be met.</p> <p>Strategy's Expected Result/Impact: State and Local assessments</p> <p>Staff Responsible for Monitoring: Administration Diagnostician Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Reviews			
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Sept 	Dec	Mar	June
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Reviews			
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
<p>Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: ARD Committee Meetings Decisions required ARDC personnel</p> <p>Comprehensive Support Strategy</p>	Sept 	Dec	Mar	June

Strategy 4: Provide staff training on inclusion/least restrictive environment and appropriate and reasonable accommodations. Strategy's Expected Result/Impact: Staff Development evaluations weekly & state assessments lesson plans Staff Responsible for Monitoring: Special Education Director Administration Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 5: Incorporate Cooperative Learning strategies. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: All Seniors who receive Special Education will take an Employability Skills course. Strategy's Expected Result/Impact: Improved Employment skills. Staff Responsible for Monitoring: Inclusion Teacher Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.






Performance Objective 4: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.







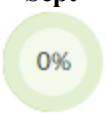
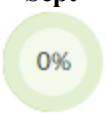
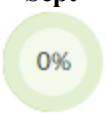



Strategy 1: Monitor and analyze PLATO computer reports to determine student and to redirect instructional program if needed for student achievement. Strategy's Expected Result/Impact: PLATO completion reports Teacher evaluation /observation Staff Responsible for Monitoring: Teachers Counselors	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 2: Provide resources for credit retrieval through the use of PLATO lab. Strategy's Expected Result/Impact: PLATO completion reports Staff Responsible for Monitoring: Administration Technology Dept.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: Goal for CTE students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Strategy 1: Designate financial aid days with STC Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 2: Track 3D Academy students Post Secondary choices and monitor progress toward that choice. Strategy's Expected Result/Impact: Survey Intake Questionnaire Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 3: Maintain a Go Center/Counselor's office to disseminate Post Secondary Education admission and scholarship information. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Staff Admin.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 4: Coordinate staff Development trainings to support college enrollment, TSI, ACT and SAT assessment trainings/updates, gain awareness and up to date knowledge of post secondary and financial assistance information such as but not limited to: Region One, TACAC, Professional Growth Counseling Conf., HS counseling updates, House Bill 5 counselor updates. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor Teachers Funding Sources: CONFERENCES - Teacher/Principal (255) - 255.31.6411.00.006 - \$200, REGION ONE WORKSHOP - Title IV 289 - 289.31.6239.00.006.11.0.00 - \$400, CONFERENCES - Title IV 289 - 289.31.6411.00.006.11.0.00 - \$1,200	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 5: Provide quick TSI preparation camps and testing sites Strategy's Expected Result/Impact: TSI results Staff Responsible for Monitoring: Counselor Teachers	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Provide quick TSI , post-secondary assessments, registrations and certifications Provide snacks / refreshments during long periods of assessments / certifications Strategy's Expected Result/Impact: TSI results Staff Responsible for Monitoring: counselor Funding Sources: snacks for students testing TSI - Local (199) - 199.11.6499.00.006.31.0.00 - \$200, TSI testing - Local (199) - 199.11.6339.00.006.31.0.00 - \$770	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 7: Provide ACT/SAT assessment registration information, provide waiver fees for assessments and apply for college board number. Strategy's Expected Result/Impact: ACT/SAT assessment results Staff Responsible for Monitoring: counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 8: Career Exploration for Post-Secondary studies through various resources. Strategy's Expected Result/Impact: Student Sign In Staff Responsible for Monitoring: Counselor, Teachers	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 9: Post Secondary bridging staff development for Counselors. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Counselor, Teachers	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

<p>Strategy 10: Encourage active student participation in completing an electronic career inventory assessment and implement interest surveys to provide students with information on career pathways.</p> <p>Strategy's Expected Result/Impact: Career Pathways</p> <p>Staff Responsible for Monitoring: Counselor, Teacher</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
Reviews																	
Formative			Summative														
Sept	Dec	Mar	June														
																	
<p>Strategy 11: Integration of career and technology classes with core subjects</p> <ul style="list-style-type: none"> * Increase communication with post secondary and higher education to expand student opportunities for participation in dual enrollment classes. * Provide textbooks for dual enrollment classes * Provide college campus tours * Promote higher education through bulletins, college planners, flyers, t-shirts, banners, videos, backpacks, and USBs * Assist students with college admissions and transitions * Student Leadership institutes <p>Strategy's Expected Result/Impact: Grades, Attendance of participation,</p> <p>Staff Responsible for Monitoring: Administration, Campus Staff</p> <p>Funding Sources: GASOLINE/FUEL FOR POST SECONDARY TOURS - Local (199) - 199.11.6311.00.006.31.0.00 - \$300, Fall and Spring Dual Enrollment transportation Expense, college tours, - Local (199) - 199.11.6494.00.006.31.0.00 - \$1,450, STC Tuition Fees (Fall - \$3400 & Spring \$3400) - Local (199) - 199.11.6223.00.006.31.0.00 - \$5,024, Travel - Students (Meal expenses for tours fall & spring) - Local (199) - 199.11.6412.00.006.31.0.00 - \$2,200, Travel - Sponsor (Meal expenses for tours fall & spring) - Local (199) - 199.13.6411.00.006.31.0.00 - \$150, STC Tuition Fees (Fall & Spring) - Local (199) - 199.11.6223.00.006.11.0.00 - \$5,614, INSTRUCTIONAL MATERIALS NEEDED FOR COLLEGE COURSES - Local (199) - 199.11.6399.00.006.31.0.00 - \$1,500, RESOURCES AND OFFICE SUPPLIES NEEDED FOR COUNSELOR - Title IV 289 - 289.31.6399.00.006.11.0.00 - \$250</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
Reviews																	
Formative			Summative														
Sept	Dec	Mar	June														
																	
<p>Strategy 12: Administration and counselors will attend Region one meetings to obtain information on higher education and will share information acquired at Region One and other workshops with teachers.</p> <p>Strategy's Expected Result/Impact: Sign-In sheets</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
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Sept	Dec	Mar	June														
																	
<p>Strategy 13: Students will attend CTE & Fine Arts courses at DHS and/or STC.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Sept	Dec	Mar	June				
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Sept	Dec	Mar	June														
																	

0% No Progress




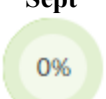
100% Accomplished






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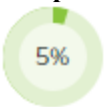



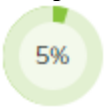
✗ Discontinue






Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.







Performance Objective 6: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

<p>Strategy 1: Acknowledge 3D Academy students who have met all graduation requirements in all subject areas and state assessments with a high school diploma (diplomas & covers), announcements, programs, displaying a graduation group picture, and a graduation ceremony with refreshments. Bell to be used to celebrate when students meet all graduation requirements.</p> <p>Strategy's Expected Result/Impact: High School transcript, state assessment results and High School Diploma.</p> <p>Staff Responsible for Monitoring: Principal, Counselor and teachers</p> <p>Funding Sources: 3D Academy Fall and Spring Graduation expenses- announcements, diplomas, refreshments - Local (199) - 199.11.6498.00.006.31.0.00 - \$3,600, 3D Academy Fall and Spring Graduation expenses - Local (199) - 199.11.6499.00.006.31.0.00 - \$4,430</p>	Reviews			
<p>Strategy 2: Create a Retrieval TASK Force to recover students at start of year (start up window).</p> <p>Strategy's Expected Result/Impact: Sign-In rosters, Retrieval initiatives, student schedules and transcripts</p> <p>Staff Responsible for Monitoring: Secondary Staff, Community, Attendance Office</p>	Formative		Summative	
<p>Strategy 3: Provide in-district support services when students are pregnant and currently enrolled.</p> <p>Strategy's Expected Result/Impact: sign-in sheets</p> <p>Staff Responsible for Monitoring: Counselor</p>	Sept  0%	Dec	Mar	June
<p>Strategy 4: Provide child care referrals to CCS for student's child/ren.</p> <p>Strategy's Expected Result/Impact: sign-in sheets</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative	
	Sept  20%	Dec	Mar	June
	Reviews			
	Formative		Summative	
	Sept  10%	Dec	Mar	June
	Formative		Summative	
	Sept  0%	Dec	Mar	June

Strategy 5: Provide modified schedule for students who are pregnant or who are nursing to remain eligible for average daily attendance (ADA). Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor, Administration	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Provide district based case management and service coordination to obtain services from gov't. agencies for pregnant students. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor, Administration	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 7: Provide mandatory Compensatory Education Home Instruction to all eligible students during prenatal and postpartum period.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 8: Inform students on attendance expectations and the compulsory attendance laws. Strategy's Expected Result/Impact: Sign-in sheets, attendance reports, home contact logs and telephone logs Staff Responsible for Monitoring: Administration, Counselor, Liaison	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 9: Monitor daily attendance to ensure that students are attending their classes. Provide student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons and other community activities. Community Liaison will make home visits for Truancy. Strategy's Expected Result/Impact: attendance reports, classroom passes, home contact logs and telephone logs Staff Responsible for Monitoring: TEAMS Attendance Roster, Attendance Clerks, Classroom Teachers and Campus Admin., Liaison, Counselor Funding Sources: recognition and incentives for attendance, credit completion and honor roll - Local (199) - 199.11.6498.00.006.11.0.00 - \$1,134, truancy follow-ups - Local (199) - 199.11.6311.00.006.11.0.00 - \$200, student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons - Local (199) - 199.11.6499.00.006.11.0.00 - \$800	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 10: Provide flexible schedules - AM/PM sessions OFSDP Strategy's Expected Result/Impact: OFSDP application Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 11: Conduct Leaver Audits every 6 weeks Strategy's Expected Result/Impact: Campus Leaver Rpts every six weeks Staff Responsible for Monitoring: PEIMS Director, Campus Administration	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 12: Provide credit recovery alternatives/assistance via programs that are fully responsive to student needs. Strategy's Expected Result/Impact: logs, lesson plans, schedules, state assessments, graduation rates Staff Responsible for Monitoring: Administration, Campus Staff	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 13: Coordinate staff development trainings to assist and support all staff in Truancy and Drug and Drop out prevention workshops. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Administration, Counselor, Teachers	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 14: Vehicle to be used to recover potential or identified Drop-outs to return to school and graduate with a high school diploma. Increasing graduation rate and attendance rate. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, counselor, teachers and campus liaison Funding Sources: MAINTENANCE/REPAIR VEHICLES - Local (199) - 199.23.6246.00.006.99.0.00 - \$850	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 15: Provide motivational activities to encourage attendance and participation in students' learning experience. Strategy's Expected Result/Impact: Improved attendance rates. Staff Responsible for Monitoring: All High School Principals, Athletic Director, and C.O. Administration.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 16: Provide opportunities to learn outside the classroom through field trips/field lessons. These could be used to motivate students to come to school, work in their classes, improve their behavior, and prepare for their future.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 17: 3D Academy students who are eligible may participate with DHS and DNHS after school programs not offered at 3D Academy such as sports, band, mariachi, drama, etc.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 18: Administration, students, and staff will formulate an official school mission statement with detailed campus enrollment criteria.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 19: School counselor will pave the way for the creation of a motivational student program that will include activities addressing coping skills, appropriate behaviors, leadership skills and post-secondary readiness.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June








Strategy 20: Provide motivational activities such as field trips with lessons, CTE classes, internships and motivational speakers: students who have already graduated, as well as, work professionals who can tell them about career possibilities.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 21: Provide the opportunity to take part of various events, rewards, and recognition's on and out of the campus which may include student travel and other expenditures. Strategy's Expected Result/Impact: An appreciation for learning and the educational system. Staff Responsible for Monitoring: 3D Staff Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Donna I.S.D. will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 1: The percentage of graduates meeting Texas Success Initiative in both ELA/Reading and Mathematics will increase from 19% to 24%.

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Summative Evaluation: None







<p>Strategy 1: Provide continuous opportunities to receive tutorials for all TSI Assessments. Strategy's Expected Result/Impact: Number of successful students will increase Staff Responsible for Monitoring: Teachers Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
<p>Strategy 2: Provide continuous opportunities to facilitate and expedite the administration of the TSI at the campus. Strategy's Expected Result/Impact: Increase the number of students meeting passing standard. Staff Responsible for Monitoring: Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
<p>Strategy 3: Provide snacks during EOC AND TSIA camps and Saturday tutorials. Strategy's Expected Result/Impact: Increase in students passing TAKS/EOC assessments and the percentage of student graduation rate. Staff Responsible for Monitoring: Principal, counselor, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy Funding Sources: snacks for EOC Camps - Local (199) - 199.11.6499.00.006.11.0.00 - \$515</p>	Sept 	Dec	Mar	June
	Formative			Summative
	Sept 	Dec	Mar	June
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Donna I.S.D. will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: The percentage of graduates meeting earning an industry-based certificate will increase from 9% to 20% by 2023.

Evaluation Data Sources: Texas State Accountability System: PEIMS CCMR report

Summative Evaluation: None

<p>Strategy 1: Offer sequential dual enrollment courses via STC and provide the necessary support and resources needed for these courses.</p> <p>Strategy's Expected Result/Impact: More students enrolled and possibly earning a license or industrial certification.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 2: The campus will provide teachers with the resources to allow students the opportunity to learn, test, and earn an industry based certification . (NIMS, MOS, Photoshop, Drone, CDL, Welding, Phlebotomy, etc.)</p> <p>Strategy's Expected Result/Impact: By providing the teachers and students with these resources, 3D Academy will have an increase percentage of students graduating with a certificate demonstrating that they are career ready.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p> <p>Funding Sources: Certiport Software - Title I (211) - 211.11.6399.00.006.24.0.00 - \$4,500</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 3: Donna I.S.D. will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 3: The percentage of graduates earning AP/Dual Enrollment credits including Associate's Degree will increase from 34% to 39%

CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/or continue their education. Student certifications and/ or college hours will increase by 2%.







Evaluation Data Sources: Dual Enrollment Credits, Report from Texas Higher Education Coordinating Board (THECB), PEIMS, etc.

Summative Evaluation: None

Strategy 1: Review the classification of students and ensure services are provided as per statute and local policy.	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 3: Donna I.S.D. will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 4: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

<p>Strategy 1: All students receiving special education services will be enrolled in the Employment readiness course.</p> <p>Strategy's Expected Result/Impact: Students will receive employment skills needed to be successful in the job force.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: All students receiving special education services will be given an opportunity to visit Science Academy of South Texas, South Texas Academy for Medical Professionals, and South Texas High School for Health Professionals and be introduced to a variety of courses related to the medical and technical professions and to be given an opportunity to take these courses toward certification.</p> <p>Strategy's Expected Result/Impact: S. E. students take advantage of the opportunities and get a head start in a relevant and meaningful career.</p> <p>Staff Responsible for Monitoring: Special Education Department and campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

<p>Strategy 1: Provide staff with PPE needed for protection from virus as staff will be handling state testing booklets and answer documents after students have finished testing. Provide staff small refreshments during state assessment administration, meetings and during working lunches.</p> <p>Strategy's Expected Result/Impact: small refreshments</p> <p>Staff Responsible for Monitoring: principal</p> <p>Funding Sources: PROVIDE PPE, SNACKS/MEALS DURING EOC TESTING - Local (199) - 199.23.6499.00.006.99.0.00 - \$310</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 2: Follow the Comprehensive Needs Assessment process to appropriately allocate the given budget to meet the needs of its staff and students.</p> <p>Strategy's Expected Result/Impact: To have a balanced budget.</p> <p>Staff Responsible for Monitoring: Principal and CFO</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




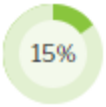
Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.







Performance Objective 2: Federal Programs- Intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA compliance application.

<p>Strategy 1: All supplemental expenditures made with federal funds will follow all federal guidelines and will meet all procurement requirements.</p> <p>Strategy's Expected Result/Impact: To provide supplemental</p> <p>Staff Responsible for Monitoring: Principal & Director</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 20%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.






Performance Objective 3: Human Resources: The District will maintain a 100% highly qualified or appropriately certified instructional staff.

<p>Strategy 1: Implement T-TESS as the appraisal system according to established procedures and policies and follow through with improvement needs.</p> <p>Strategy's Expected Result/Impact: walk-Thru's, lesson plans, PDAS</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Develop and implement a mentorship system for new teachers to the campus for effective instructional strategies, classroom management techniques, and organizational awareness skills for at least 1 year and 3 years for teachers new to the profession.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 3: Provide training on continued educational strategies for At-Risk students via content Directors and Strategists, Region One and/or consultants.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 4: Recognize /Acknowledge teachers and staff in the area of student growth for mastery of state assessments and/or completion of credits; Acknowledge "Teacher Appreciation Week", "Teacher of the Month & Year", special social events and etc.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheet for district gifts</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: FACULTY FUND - Local (199), LOCAL - Local (199) - 199.23.6498.00.006.99.0.00 - \$800</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 5: Maintain a 100% appropriately certified instructional staff. Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: Principal & Director	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Utilize T-PESS as the appraisal system for all campus administrators as per established policies and procedures. Strategy's Expected Result/Impact: Appropriate evaluation of campus administration. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

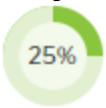





Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Human Resources: The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%.

<p>Strategy 1: Scan all graduating student records, transcripts, grades, state test scores and etc., for future reference to be used for post secondary education admissions when requested.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: PRINCIPAL, COUNSELOR and Clerks.</p> <p>Funding Sources: micro-film expense - Local (199) - 199.23.6499.00.006.99.0.00 - \$890</p>	Reviews			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	






Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

<p>Strategy 1: Campus administration will conduct a Fall and a Spring semester Title IX, Child Abuse, Bullying and Sexual Harassment training to all staff members.</p> <p>Strategy's Expected Result/Impact: Comply with all applicable statutes.</p> <p>Staff Responsible for Monitoring: Principal & Director</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Campus administration and staff will follow all local investigatory procedures to ensure its staff and students receive their due processes and protections.</p> <p>Strategy's Expected Result/Impact: Comply with state and federal statutes.</p> <p>Staff Responsible for Monitoring: Principal & Director</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				









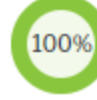
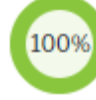
Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.







Performance Objective 6: Custodial Department: The District will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

<p>Strategy 1: The campus will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning.</p> <p>Strategy's Expected Result/Impact: A clean campus.</p> <p>Staff Responsible for Monitoring: Campus Administration Director and Supervisor</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.






Performance Objective 7: Technology Department: The District will improve the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

<p>Strategy 1: Develop campus technology plan correlated to district technology plan to include "Teaching & Learning" and educator preparation.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 2: Provide MS outlook software for departments/campuses for paperless communications.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal, Technology Dept.</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 3: Utilize the TEAMS systems for discipline referrals absences/report cards/requisitions/purchase orders/budgeting/staffing/professional development/work orders and receivable orders.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: PRINCIPAL, TEAMS CLERK, SECRETARY</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
<p>Strategy 4: Utilize electronic grade book software to document grades</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal, Technology Dept.</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5: Utilize the Donna ISD website to disseminate district/campus information. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Provide the opportunities to attend technology training via campus staff, district staff, Region One, and state wide conferences. Strategy's Expected Result/Impact: Classroom walkthroughs, lesson plans Staff Responsible for Monitoring: Administration, Technology Dept.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 8: Maintenance Department: The District will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.






Strategy 1: Submit all work orders on a timely fashion to ensure campus is operating efficiently and effectively.	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 30%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: New: Transportation department : Bus routes on time for-transportation students with 88 bus drivers pick up children every morning goal is to make sure all route have student 15 mins prior to school starts. This is to give student time to eat breakfast. Our gps system will measure all route and time reaching campus. our goal is without incidents. 99.8 %

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: None

Strategy 1: Campus will ensure that all students have an ID with their bus routes identified on that ID. Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.






Performance Objective 2: New: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: New: Fine Arts: The District will encourage every Fine Art program to provide students with at least one professional art industry experience and assist 100% of students interested in pursuing a post-secondary education/career in the Arts.





Evaluation Data Sources: Travel to/host professional performances, Travel to/host workshops with professional artists, College auditions and admissions to Visual and Performing Art programs, Student portfolios.







Summative Evaluation: None

<p>Strategy 1: Campus will provide Art I & II courses to students to extend their artistic and creative skills.</p> <p>Strategy's Expected Result/Impact: Receive a well-rounded education</p> <p>Staff Responsible for Monitoring: Teacher Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.











Performance Objective 4: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

<p>Strategy 1: Integrate character education into the instructional lessons.</p> <p>Strategy's Expected Result/Impact: Attendance Sheets</p> <p>Staff Responsible for Monitoring: College Success Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: INSTRUCTIONAL MATERIALS - Title IV 289 - 289.31.6399.00.006.11.0.00 - \$350</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Provide staff development to all personnel on suicide prevention,sexual abuse, differentiated areas of conflict resolution and collaboration workshops focusing on behavioral and mental health.</p> <p>Strategy's Expected Result/Impact: attendance sheets</p> <p>Staff Responsible for Monitoring: district personnel, counselor, community agencies, liaison</p> <p>Funding Sources: Region One - State Comp.(164) - 164.31.6239.00.006.30. - \$300</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 3: Respond to all tips regarding suicide attempt situations expeditiously and seek immediate assistance from staff with expertise</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Counselor, District Student Support Dept., community agencies, liaison</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 4: Provide academic, mental and physical counseling services to all students as needed.</p> <p>Strategy's Expected Result/Impact: log, files and etc.</p> <p>Staff Responsible for Monitoring: district personnel, principal, counselor, community agencies, liaison</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 5: Identify students in need of financial interventions via assistance and incentives such as clothing vouchers and Christmas gifts. Strategy's Expected Result/Impact: Lessons plans, tutoring logs, IEP's Staff Responsible for Monitoring: teachers, administration, counselor, district student support dept. Funding Sources: Christmas gifts - Student Activity 865 - \$500	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Integrate a safe and drug free school program. Strategy's Expected Result/Impact: Attendance Sheets Staff Responsible for Monitoring: district personnel, counselor, community agencies, liaison	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK-12 students to support academic success.

<p>Strategy 1: The campus will ensure that there is sufficient seating during lunch breaks for all students and continue to maintain an environment that is conducive for learning.</p>	Reviews			
	Formative			Summative
	Sept 	Dec 	Mar 	June
<p>Strategy 2: Provide all students with highly nutritional food for breakfast and lunch. Strategy's Expected Result/Impact: Healthy students with the nutrition to think well. Staff Responsible for Monitoring: Principal and Director of Child Nutrition</p>	Reviews			
	Formative			Summative
	Sept 	Dec 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 6: Nursing/Health Services: The District will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

<p>Strategy 1: Provide all health related services needed by all students.</p> <p>Strategy's Expected Result/Impact: Students' health will be monitored and issues addressed appropriately while on campus.</p> <p>Staff Responsible for Monitoring: Principal and Director</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Provide additional restrooms and water fountains to accommodate all students.</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 7: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.




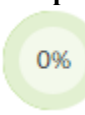
Strategy 1: Implement the District's Emergency Operation Plan, comply with all local, state, and federal safety guidelines to maintain a safe educational environment for all students. Strategy's Expected Result/Impact: Safe school Staff Responsible for Monitoring: Principal, Director, and Safety Officer	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.









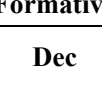


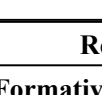

Performance Objective 8: Police Department: The District will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

NEW:

New: Police Department: The District will decrease the number of criminal cases, including drug possession and assault cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students at the respective campuses.









<p>Strategy 1: Campus will ensure that all students have a student identification with Bus route # identified.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Teachers, Counselors</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 2: Provide staff development on basic drug and violence prevention techniques.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: DISD Police, Counselor, Administration</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 3: Security measures will be implemented and strategies applied to curtail possible violent situations such as cameras, restricted entrances and barriers, and the appropriate personnel.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
<p>Strategy 4: Train selected campus personnel in Crisis Prevention Intervention (CPI) strategies and ensure that sufficient campus staff are trained in crisis prevention intervention.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Community Liaison, Counselor</p>	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 5: Acknowledge and fully investigate all threats. Strategy's Expected Result/Impact: Student follow up Staff Responsible for Monitoring: DISD police, Administration, Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Maintain an open line of communication between city/school officials in the event of a crisis. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 7: Review and update the Student Code of Conduct, inform students and consistently enforce policies. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Counselor	Reviews			
	Formative			Summative
	Sept 	Dec 	Mar 	June
Strategy 8: Provide discipline management training for "new-to-District" teachers and classroom management training/strategies for teachers in need of assistance. Strategy's Expected Result/Impact: TEAMS discipline reports, campus visits sign-in at Campus Staff Responsible for Monitoring: Administration, Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 9: Restrict the use of restroom passes to only 3 per semester. Left over passes may be used as extra credit points.	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

<p>Strategy 10: Implement the cell phone procedures through out the campus.</p>	Reviews			
<p>Strategy 11: Enforce age/truancy/ withdrawal statute including the follow-through with warning letters and attendance contracts.</p>	Formative			Summative
<p>Strategy 12: Campus needs additional structural safety measures such as secondary exits for all classrooms (window breakers), peepholes on portable doors, awnings for the walkways leading to the main building, and additional perimeter fencing to close off the campus. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: District PD Safety & Risk Department Campus Teachers and Admin.</p>	Sept	Dec	Mar	June
<p>Strategy 13: Install an Entrance Monitoring Program and system to all doors. Strategy's Expected Result/Impact: To ensure safety of all students and staff in the building. Staff Responsible for Monitoring: Principal</p>				
<p>Strategy 14: Install a classroom door locking system to all doors in the building and portable classrooms. Strategy's Expected Result/Impact: Maintain the safety of all students and staff in case of an active shooter event. Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy</p>				
<p> No Progress  Accomplished  Continue/Modify  Discontinue</p>	Sept	Dec	Mar	June
	Formative	Summative		
	Sept	Dec	Mar	June
				
	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				
	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
				





Goal 6: Donna I.S.D. will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.







Performance Objective 1: CLPAC: The Campus will maintain 100% of the required members in the Campus Level Planning and Advisory Committees to oversee all improvement activities at least 4 times per year.

Strategy 1: Review, update and evaluate the CIP instructional goals and objectives. Provide an overview, disseminate approved CIP to all staff and monitor periodically to ensure student achievement progress Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal, CIP committee	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 2: Continue campus level planning according to district policy to ensure for student achievement. Strategy's Expected Result/Impact: TAKS results. Staff Responsible for Monitoring: Principal, counselor, teachers	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 3: Keep open lines of communication between the DLPAC and CLPACs. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 4: Conduct, analyze and report the results of a campus climate survey to monitor effective school correlates. Strategy's Expected Result/Impact: Survey Results Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Donna I.S.D. will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Parental Involvement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Strategy 1: Provide TSI information to parents. Strategy's Expected Result/Impact: Sign-In sheets Staff Responsible for Monitoring: Counselor Administrators	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 2: Provide informational session to parents regarding the TAPR, truancy, and graduation requirements. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 2.6, 3.1 Funding Sources: Parental Meeting Refreshments - Local (199) - 199.23.6499.00.006.99.0.00 - \$150	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 3: Provide students and parents FASFA assistance. Strategy's Expected Result/Impact: FASFA Application Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 4: Provide parent with information on suicidal signs. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Counselor, crisis counselor	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June

Strategy 5: Provide individual parent meetings on truancy (as needed). Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Counselor, Administration	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
Strategy 6: Expose students with opportunities to understand the civic roles, duties and responsibilities of our elected officials and providing students with opportunities to show and demonstrate their appreciation . Strategy's Expected Result/Impact: To be actively involved in the current and future affairs of the educational environment. Staff Responsible for Monitoring: Teachers/ Principal TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept 	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Campus will ensure that all content teachers receive ESL training.
2	1	1	Integrate Reading and Writing Instruction using Dinah Zike, Kamico, TELPAS, Edgenuity, Released tests, magazine subscriptions, books, document reader, Stemscoptes, and headphones.
2	1	2	Provide the appropriate resources for improved writing, etc. such as but not limited to dictionaries/thesaurus combinations and usage of handbooks.
2	1	3	Integrate technology to enhance instruction in all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies through software/applications (such as Edgenuity, Kahoots, Padlet, etc.) and hardware (such as chromebooks, hotspots, smartboards, document cameras, poster printer, and etc.).
2	1	4	Promote a non-traditional and traditional instructional settings in all content instructional areas: * providing teachers with classroom furniture (i.e.- desks, tables, computer tables, chairs, storage, & etc. * educational/ instructional field trips * Arrange classroom using a reading/writing workshop model (using tables to implement model) * Reduce lectures in favor of mini-lessons and application *Provide tools such as restroom passes, clocks, timers and etc. to create a non-interrupted 55 minute where students are engaged in instruction.
2	1	5	Provide staff development in the following areas: Professional Learning communities (PLCs), Data analysis training, Differentiated Instruction (modeling/coaching), Classroom Management, and Sheltered Instruction. Funding will be allocated to purchase office supplies, printers, copiers, shredders, warehouse supplies, etc to expedite resources needed for staff development and daily operations.
2	1	6	Assist in the coordination (plan, work and feed) of staff Development to support all content instructional areas and all District, State and Federal requirements and to include: RGVCTM, Region One, RGVSA Conf., CAST, CAMT, National Council of Teachers of Mathematics (NCTM) Soc. Studies Annual Conf., ELA Conf., AHA! T3 International Conference, Technology Conf., RGV STAT, Jensen Conf., Writing and Grammar Workshops, TCEA, TASSP, TASA, TAAE, TXSBLE, 2018 NAEA Conference & etc.
2	1	7	Incorporate training into daily instruction such as but not limited to Cooperative Learning activities, integrated reading strategies, sheltered instruction and differentiated instruction.
2	1	8	Enhance Language experiences through a variety of media using such items but not limited to document cameras, smart boards, computers and headphones.
2	1	9	Teachers will develop and utilize hands-on activities such as presentations, experiments and demonstrations and virtual labs by using SMART technologies, headphones, digital cameras, calculators, digital microscope, bookcases, basketball system, physical education equipment, bulletin boards, warehouse supplies, ink cartridges, copier machines and manipulatives for all applicable instructional areas.
2	1	10	Provide teachers with training on Eduphoria's Aware module to track and analyze student data from state and local assessments in order to guide instruction.

Goal	Objective	Strategy	Description
2	1	12	Provide teachers with training, supports, and resources (i.e. Scholastic reading supports, consulting services, Reg. 1 trainings, etc.) to properly analyze assessment data, deconstruct TEKS, and target their instruction to meet the needs of their students.
2	1	13	Provide student support services such as, but not limited to: Credit retrieval classes, EOC Camps, Extended Day - Saturday Tutorials, Continuing Education courses, College Credit Courses, College Success Courses, Accelerated instruction, Small group instruction, Test taking strategies, etc. to assist students in completing all Exit Level/Graduation requirements and post-secondary education transition.
2	2	1	Require the English Language Proficiency standards and the use of sheltered instruction strategies using dictionaries/thesauruses, word walls, visuals, on-line resources, warehouse materials, headsets, reading materials and etc.
2	2	3	Provide ESL services/strategies such as sheltered instruction and differentiated instructional practices.
2	2	4	Provide training on differentiated instruction to address the needs of the LEP and other At-Risk populations.
2	2	5	Campus administrators are to be trained in sheltered instruction and utilize special observational protocol to ensure fidelity of implementation.
2	3	1	Students with disabilities will be educated in an inclusive setting.
2	3	2	Identified students receiving Special Education services will receive a free and appropriate education and their academic needs will be met.
2	3	3	Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student.
2	5	13	Students will attend CTE & Fine Arts courses at DHS and/or STC.
3	1	1	Provide continuous opportunities to receive tutorials for all TSI Assessments.
3	1	3	Provide snacks during EOC AND TSIA camps and Saturday tutorials.
3	2	2	The campus will provide teachers with the resources to allow students the opportunity to learn, test, and earn an industry based certification . (NIMS, MOS, Photoshop, Drone, CDL, Welding, Phlebotomy, etc.)
3	4	1	All students receiving special education services will be enrolled in the Employment readiness course.

RDA Strategies

Goal	Objective	Strategy	Description
2	1	13	Provide student support services such as, but not limited to: Credit retrieval classes, EOC Camps, Extended Day - Saturday Tutorials, Continuing Education courses, College Credit Courses, College Success Courses, Accelerated instruction, Small group instruction, Test taking strategies, etc. to assist students in completing all Exit Level/Graduation requirements and post-secondary education transition.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Provide continuous opportunities to receive tutorials for all TSI Assessments.
5	8	14	Install a classroom door locking system to all doors in the building and portable classrooms.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was developed over a 2 month period. Campus staff selected their section of the CNA based on their strengths. Extensive small group meetings were held to develop a summary of their section, responses to guided questions, identify the strengths and needs. Groups prioritize their needs and developed Problem statements for those needs. Next, the groups identified the root cause of the problem statements and developed strategies to address needs. All documentation is housed at the campus and a copy given to the Federal Program's director.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The strategies developed by the CNA groups were used to compose the new Campus improvement plan.

2.2: Regular monitoring and revision

A schedule will be developed for the CLPAC to review the CIP in a quarterly basis.

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

The CIP will be published in PDF and placed on 3D Academies website. In addition, campus will have a hard copy at the front office for anyone's view. Unfortunately, the plan is in English but staff will be on hand to translate when necessary.

2.5: Increased learning time and well-rounded education

3D Academy is committed to minimize distracting events that pull students from the classroom. With an accelerated timeline, the reduction of distractions is critical. Also, a change in the campus yearly calendar will provide students additional time to learn the content and for teachers to dive deeper in their content.

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

3D Academy is an alternative high school and is the intervention for all potential dropouts in and around the district. The only goal is to provide the opportunity and the means to meet all graduation requirements.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

3D Academy's weakest link is parental involvement for a couple of reasons: 1. Parents have provided the last option to help their children graduate. 2. The majority of the students who make up 3D are their own admitting adults. These students no longer answer to or live with their parents.

For the past year, 3D Academy has enrolled more underclassman who do answer to their parents. These parents will become more involved.

3.2: Offer flexible number of parent involvement meetings

Parental meetings will be offered at different times of the day to accommodate availability.

Plan Notes

3D ACADEMY

CLPAC Meeting

January 9, 2020

Agenda:

1. CIP REVIEW /REVISION
 2. STC CONTINUING PROFESSIONAL & WORKFORCE EDUCATION
 3. ATTENDANCE (INCENTIVES)
 4. Questions and/or concerns
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Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	REGION ONE	164.13.6239.00.006.30.0.00	\$800.00
2	1	6	CAST CONF., SOC. STUD. CONF., CAMT, RGV STAT, TECH., ELA & ETC CONFERENCES	164.13.6411.00.006.30.0.00	\$2,600.00
2	1	6	REGION ONE WORKSHOPS	164.23.6239.00.006.30.0.00	\$500.00
2	1	9	warehouse supplies, manipulatives, calculators, etc.	164.11.6399.00.006.30.0.00	\$10,034.00
5	4	2	Region One	164.31.6239.00.006.30.	\$300.00
Sub-Total					\$14,234.00
Budgeted Fund Source Amount					\$14,234.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	clerical material, warehouse material and misc. items needed for office use	199.23.6399.00.006.99.0.00	\$2,650.00
2	1	5	copier lease	199.23.6269.00.006.99.0.00	\$3,600.00
2	1	6	TXSBLE CONFERENCE	199.32.6411.00.006.99.0.00	\$75.00
2	1	6	CAST, SS, ELA, CAMT, TECH. ETC. CONF.	199.13.6411.00.006.99.0.00	\$650.00
2	1	6	REGION ONE WORKSHOPS	199.23.6239.00.006.99.0.00	\$300.00
2	1	6	NAEA CONFERENCE	199.23.6411.00.006.99.0.00	\$50.00
2	1	9	Copier Lease	199.11.6269.00.006.11.0.00	\$3,000.00
2	1	9	warehouse supplies, manipulatives, calculators, basketball system, etc.	199.11.6399.00.006.11.0.00	\$1,000.00
2	5	6	snacks for students testing TSI	199.11.6499.00.006.31.0.00	\$200.00
2	5	6	TSI testing	199.11.6339.00.006.31.0.00	\$770.00
2	5	11	GASOLINE/FUEL FOR POST SECONDARY TOURS	199.11.6311.00.006.31.0.00	\$300.00
2	5	11	Fall and Spring Dual Enrollment transportation Expense, college tours,	199.11.6494.00.006.31.0.00	\$1,450.00
2	5	11	STC Tuition Fees (Fall - \$3400 & Spring \$3400)	199.11.6223.00.006.31.0.00	\$5,024.00
2	5	11	Travel - Students (Meal expenses for tours fall & spring)	199.11.6412.00.006.31.0.00	\$2,200.00
2	5	11	Travel - Sponsor (Meal expenses for tours fall & spring)	199.13.6411.00.006.31.0.00	\$150.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	11	STC Tuition Fees (Fall & Spring)	199.11.6223.00.006.11.0.00	\$5,614.00
2	5	11	INSTRUCTIONAL MATERIALS NEEDED FOR COLLEGE COURSES	199.11.6399.00.006.31.0.00	\$1,500.00
2	6	1	3D Academy Fall and Spring Graduation expenses- announcements, diplomas, refreshments	199.11.6498.00.006.31.0.00	\$3,600.00
2	6	1	3D Academy Fall and Spring Graduation expenses	199.11.6499.00.006.31.0.00	\$4,430.00
2	6	9	recognition and incentives for attendance, credit completion and honor roll	199.11.6498.00.006.11.0.00	\$1,134.00
2	6	9	truancy follow-ups	199.11.6311.00.006.11.0.00	\$200.00
2	6	9	student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons	199.11.6499.00.006.11.0.00	\$800.00
2	6	14	MAINTENANCE/REPAIR VEHICLES	199.23.6246.00.006.99.0.00	\$850.00
3	1	3	snacks for EOC Camps	199.11.6499.00.006.11.0.00	\$515.00
4	1	1	PROVIDE PPE, SNACKS/MEALS DURING EOC TESTING	199.23.6499.00.006.99.0.00	\$310.00
4	3	4	FACULTY FUND		\$0.00
4	3	4	LOCAL	199.23.6498.00.006.99.0.00	\$800.00
4	4	1	micro-film expense	199.23.6499.00.006.99.0.00	\$890.00
6	2	2	Parental Meeting Refreshments	199.23.6499.00.006.99.0.00	\$150.00
Sub-Total					\$42,212.00
Budgeted Fund Source Amount					\$42,212.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC	211.13.6411.00.006.24.0.00	\$3,100.00
2	1	6	TASSP Conference, Assessment and Nat'l. Alt. Edu. Conference	211.23.6411.00.006	\$2,000.00
2	1	9	warehouse supplies, manipulatives, calculators, etc.	211.11.6399.00.006.24.0.00	\$2,100.00
3	2	2	Certiport Software	211.11.6399.00.006.24.0.00	\$4,500.00
Sub-Total					\$11,700.00
Budgeted Fund Source Amount					\$11,700.00
+/- Difference					\$0.00

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	CONFERENCE	255.23.6411.00.006.	\$1,500.00
2	1	6	CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC	255.13.6411.00.006	\$900.00
2	1	6	CONFERENCE	255.32.6411.00.006	\$1,200.00
2	1	6	REGION ONE	255.13.6239.00.006	\$1,000.00
2	5	4	CONFERENCES	255.31.6411.00.006	\$200.00
Sub-Total					\$4,800.00
Budgeted Fund Source Amount					\$4,800.00
+/- Difference					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	INSTRUCTIONAL MATERIAL	263.11.6399.00.006.25.0.00	\$1,016.00
Sub-Total					\$1,016.00
Budgeted Fund Source Amount					\$1,016.00
+/- Difference					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4	REGION ONE WORKSHOP	289.31.6239.00.006.11.0.00	\$400.00
2	5	4	CONFERENCES	289.31.6411.00.006.11.0.00	\$1,200.00
2	5	11	RESOURCES AND OFFICE SUPPLIES NEEDED FOR COUNSELOR	289.31.6399.00.006.11.0.00	\$250.00
5	4	1	INSTRUCTIONAL MATERIALS	289.31.6399.00.006.11.0.00	\$350.00
Sub-Total					\$2,200.00
Budgeted Fund Source Amount					\$2,200.00
+/- Difference					\$0.00
School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	classroom screens, chromebooks, poster printer		\$71,612.00
2	1	12	CONSULTING SERVICES		\$17,500.00
2	1	13	Tutorial Staffing Cost		\$5,978.00
2	1	13	transportation		\$1,350.00

School Improvement Grant (211.SI)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	misc. expenses - Snacks		\$350.00
Sub-Total					\$96,790.00
Budgeted Fund Source Amount					\$96,790.00
+/- Difference					\$0.00
Grand Total					\$172,952.00

Addendums