

Donna Independent School District
Donna High School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

The vision of Donna ISD is to be a bold district at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state, and nation.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:
 - provide a vertically aligned rigorous curriculum (PK-16).
 - provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
 - provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.
2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:
 - attract and retain highly qualified staff.
 - provide ongoing targeted staff development.
 - provide the most current research-based and state of the art instructional resources.
3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:
 - provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
 - afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
 - provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources
4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:
 - enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

- provide security measures at all campuses to establish a learning climate of mutual respect.
- ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

5. We believe that our school district must be a model for sound fiscal responsibility and integrity. As a result, we are determined to:

- establish policies and procedures to promote ethical practices in all areas of fiscal management.
- provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
- provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

FOCUS QUESTIONS

1. What do enrollment numbers indicate?

- The total enrollment number for 2019-2020 is 2,094 students' vs 2046 in the year 2017-2018. Out of those, 1,892 are classified as economically disadvantaged (90%), 699 are classified as ELL (33%), and 1,490 are classified as at risk (71%).
- Total attendance for the campus for the year 2017-2018 stood at 90.9%. For special populations, SPED was at 87.5% attendance, economically disadvantaged was at 90.7%, and ELL stood at 89.5%.
- Graduation data is available for the year 2018 as follows. The 4-year graduation rate for the campus was 91.8%. SPED graduation rates fell below the average at 83.3%, economically disadvantaged was 90.8%, and ELL was at 84.3%. Graduation percentages decrease as we begin to look at 5-year and 6-year graduation plans.
- The student-to-teacher ratio when divided equally, is 14.6: 1. The national average is 16:1. This is not counting administrators, inclusion teachers, counselors among other positions.
- Enrollment numbers indicate growth is consistent. Current enrollment, based on the latest TEA Texas Academic Performance Report (TAPR), is 2,046 with 90.3% labeled economically disadvantaged, 29.6% ELL, and 73.5% At-Risk. They are crucial for staffing, budgeting, and classroom allocation for future needs and to plan accordingly.

2. What is the breakdown by ethnicity, gender, or other categories?

Am. Indian/Alaskan: 0%

Hispanic: 99.5%

White: 0.2%

Asian: 0.0%

African American: 0.2%

3. How has enrollment changed over the past three years?

- Enrollment has slightly increased every academic year by a few students. In the year 2017-2018, enrollment count was 2044; enrollment for the year 2018-2019 was 2046, and enrollment count for the year 2019-2020 was 2094. Since enrollment numbers have been consistent, the reason for the slight increase is unknown.
- STAAR EOC scores increased from the school years 2017-2018 to 2018-2019 in all three classifications (approaches, meets, and masters) across all three subject areas (math, reading, and science).

4. What is the number of students in each program? How do these program numbers look broken up by ethnicity, gender, or other categories? Are we over or underrepresented in certain groups? Why?

- Student enrollment over the past three years has increased and with it, the numbers in each program as well.

- Based on 2019-2020 here is the breakdown by program:

Special Education counts 223 students.

Career and Technology CTE: 1811 students.

Gifted and Talented: 267 students

English Language Learners: 699 students

Migrant: 153 students

Immigrant: 22 students

Economically Disadvantaged: 1892 students

Title 1: 2094 students (all students)

ESL: 622 students

At Risk:1490 students

Special Education: 223 students

Total Homeless:48 students

Total Dyslexic:12 students

5. What is the data for special programs over time?

- Even though there has been an increase in students and programs, our EOC data has fluctuated in some areas. Longitudinal EOC data reflect an overall increase in students' performance. EOC scores for students in the Special Education setting have slightly increased in approaches, meets, and masters for English I and English II. There was a slight increase in approaches for Algebra I but a decrease in meets and stayed the same for masters. Biology in 2017-2018 was at 44%, it increased in 2018-2019 up to 54%, but later decreased in 2019-2020 to 51% for approaches and meets but gained a 1% increase in masters. US History, on the other hand, went up on approaches, down on meets, and stayed the same for masters.
- Students in the ELL program demonstrated an increase in approaches, meets, and masters for English I, English II, Algebra I, and US History. Students in Biology increased in meets and masters over the three years but decreased in approaches.

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

- There are set criteria for students to exit any of the special programs. For instance, in Special Education, a student must have met all EOC's standards and be passing their classes independently. If they do, then we have an ARD meeting where we indicate there is no educational need, review all data and make a decision. Similarly, some students will exit the 504 programs when they have mastered the EOC Assessments required for graduation and have been successful in the classroom.
- For students in LEP status, 9th-12th, they must receive TELPAS Advanced High in each domain of Listening, Speaking, Reading, and writing plus receive a teacher evaluation from their current English teachers. Plus 9th-grade students must also pass their English I EOC, 10th graders must pass their English II EOC, and 11th/12th graders must pass the IOWA Form F in Reading/Language with a 10th percentile or above.

- The trend has been that students are not exited from the program unless they meet the exit criteria, graduate, or drop out. Over the past few years, we have realized students exit special programs for various reasons such as change of endorsement, career/personal interests evolve, pass/fail EOC Assessments/TELPAS, or other diagnostic indicators that determine admission/exit from special programs.
- Overall, the number of students in the special programs appears to be increasing which is consistent with the EOC numbers.

7. Who are our at-risk students? What is their at-risk category?

- Based on current data and academic assessments and grades, 67.48% of our student population at Donna High School is classified as At-Risk. Over the past three years, our percentages have been decreasing.

2020-2021: 1378 students 67.48%

2019-2020: 1490 students 71.16%

2018-2019: 1503 students 73.46%

- For a student to be categorized as AT RISK, they must meet one of the 14 indicators. The 14th indicator was recently added.
- AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.
- A student at-risk of dropping out of school includes each student who is under 21 years of age and who:
 - is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
 - was not advanced from one grade level to the next for one or more school years;
 - did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
 - is pregnant or is a parent;
 - has been placed in an alternative education program following TEC §37.006 during the preceding or current school year;
 - Has been expelled following TEC §37.007 during the preceding or current school year;
 - is currently on parole, probation, deferred prosecution, or another conditional release;
 - was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
 - is a student of limited English proficiency, as defined by TEC §29.052;
 - is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 - is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
 - resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
 - Low-income students along with minorities.
- At-Risk Code 14: Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

8. Who are our Migrant students?

- A migrant student is a child between 3 and 21 years of age who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, who, in the preceding 36 months, has moved from one district to another to obtain or to accompany such parent, spouse or guardian for temporary or seasonal employment.

- Migrant enrollment at Donna High School during the 2019-2020 school year was **332** students, which is **14.5%** of the student population.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

2017-18	2018-19	2019-20
Total Enrollment: 2044	Total Enrollment: 2046	Total Enrollment: 2094
Mobility Percent: 17.0%	Mobility Percent: 15.1%	Mobility Percent: 14.5%
Students- 347	Students- 308	Students- 304

- Based on the TAPR and PEIMS snapshot submissions, mobility rate is determined by dividing mobility rates by total enrollments. Over the past three years, our mobility rate has slightly decreased. However, this has not affected testing areas since we have overall increased in EOC approaches standards.

MIGRANT 2018-2019

Students- 202
 Moved- 94
 Mobility- 47%

- Mobility rates are higher for Migrant students. Hispanics take almost 98% of the migrant population. Migrating affects students learning, their school year gets interrupted when they leave or when they arrive from other places. They fall behind on credits, then spend time during the school year to catch up on credits, all while still attending a full schedule. This in turn has affected their EOC results as well.

10. What area of the community do these students come from?

- Some of the students that attend the campus are from the neighboring cities that fall into our district due to the district lines. However, the majority of our students come from low-income areas that surround the campus, mostly from the south side of the town.
- Other students come from neighboring school districts, zoned rural subdivisions, colonias, and within city limits. Migrant students live outside the city limits that include subdivisions either near or on the poverty line.

11. What are the staff demographics?

- The most current information for teacher demographics was from the TAPR report 2018-2019. Current data indicates we have the following percentages:

African American: 0.06%
Hispanic: 94.1%
White: 3.3%
Asian: 2%

- Over the past three years, there has been a slight increase in the number of Hispanic teachers as well as white teachers that work for the campus.

African American: 2017-2018: 0.7%

2018-2019: 0.6%

Hispanic: 2017-2018: 94.6%

2018-2019: 94.1%

White: 2017-2018: 2.7%

2018-2019: 3.3%

American Indian: 2017-2018: 2.0%

2018-2019: 0.0%

Asian 2017-2018: 0.0%

2018-2019: 2.0%

Males: 2017-2018: 49.7%

2018-2019: 51.4%

Female: 2017-2018: 50.3%

2018-2019: 48.6%

12. What are the teacher/student ratios? How do these ratios compare to performance?

- According to the latest TAPR, the student/teacher ratio is 13.4 to 1 - the same as last school year and lower than previous years. This lower ratio has helped teachers be able to prepare and deliver more tailored learning experiences and students are less likely to become distracted in a smaller classroom setting. Students have generally struggled in English STAAR EOC assessments and Advanced Placement Exams.

13. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

- Teachers must be certified in their teaching field. Paraprofessionals must have a high school diploma and a required number of college hours. PPR, Content area and ESL certification are required for teachers.
- Current data is not available at the moment but in 2018-2019, 2.5% of teachers had no degree, 77.1% had a Bachelors, 19.9% had a Masters, and 1.1% a Doctorate. This data reflects a decrease in teachers with no certification by 0.6%, a decrease of teachers with a Bachelor's degree by 1.9%, an increase in teachers with a master's by 3.1%, and a decrease of teachers with a Doctorate by 0.1%.
- In both years, teachers have slightly increased in the years of experience by subgroups (1-5, 6-10, and 11-20).

14. What does the general data reflect regarding teacher quality on the campus?

- Teachers are "highly qualified", which means having a bachelor's degree and a certificate in their specific teaching field. Many teachers have obtained a master's degree, which increased from 16.8% to 19.3%, and some have a doctorate. Teachers have been evaluated and meet evaluation requirements to have their contracts renewed. All teachers are highly qualified in their content area; however, some are pending program certification.
- Teacher quality is being reflected in the slight increase in student assessment results.

Demographics Strengths

1. Communication between special population departments to help each other track student progress and improve services all around.
2. Strong administrative support
3. High percentage of Hispanic students enrolled in advanced courses (Dual/Concurrent Enrollment/ AP Courses)
4. High level of student participation in special programs
5. Significant increase in academic success for students enrolled in special programs
6. Licensed Professional Counselor assigned to campus for support
7. Teachers provide modified work for special populations.
8. TSTEM Academy
9. Expansion of AP/CC Curriculum
10. Students partake in Advanced/AP/CC/UT OnRamps courses
11. Truancy Officer on campus
12. TSI Prep Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: Algebra 1, Biology, and US History EOC scores need improvement.

Problem Statement 2: Low TSI participation.

Problem Statement 3: High retention rates for teachers and students.

Student Learning

Student Learning Summary

FOCUS QUESTIONS

1. How is the student achievement data disaggregated?

- Six Weeks Exams
- Benchmarks
- Semester Exams
- STAAR Test
- TELPAS
- Graduation Rate
- Dropout Rate
- School Report Cards
- Student Work
- Courses/Class Grades

We are utilizing the Eduphoria/ AWARE system which gives instant results and information regarding an assessment. This program provides feedback regarding student mastery (or non-mastery) of specific objectives and concepts. Bundle & Benchmark data is utilized and disaggregated in AWARE and by each department. Results are disaggregated by TEKS, bundle assessments, and EOC scores. Student achievement data is also disaggregated via principal presentations, Instructional Action Plans, and Student Self Reports. Student data is separated by demographics and accommodations. This data is collected through bundle scores, TELPAS scores, state data, and content area scores” (DHS Campus Improvement Plan, 2020).

2. How does student achievement data compare from one data source to another?

- From one source to another the data seems to suggest that STAAR is a good indicator of how they are doing on EOC and other data sources. Most demographic groups scored below the state level (24%) at Master Grade Level in 2019 (DISD Campus Improvement Plan, 2020). “Benchmark results, bundle exams, and STAAR EOC results are showing an increase as the year progresses. Aware offers accurate data every Six Weeks and is at the teacher's disposal daily. The Principal's presentations are in-depth, and instructional action plans are detailed. The data varies in the content subject area, and in the standards that are set for student achievement.” (DHS Campus Improvement Plan, 2020)

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other categories? (*Demographics)

- Data indicates the progress of students from socioeconomic status, LEP, Special Populations, and At-Risk.
- This indicates that the district is analyzing different student needs, and is making a positive effort to help the different types of students succeed.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

- Some students have shown growth during this virtual learning year. Some students who are tedious with routines are performing better than other students. However, the growth is limited. The main concern we have for limited to no growth in attendance in the classroom. Also, having students participate regularly in class and or turning in classwork.
- The skill levels in CT courses are limited due to most classes needing to be hands-on.

“We are maintaining growth concerning the general population. LEP scores are increasing in English and US History. The graduation rate is showing growth due to changes

in graduation requirements and IGC. DHS is showing growth in English I and English II STAAR percentage passing and has far surpassed others in the area of US History. Student growth can be seen in STAAR's persuasive and expository writings. Student portfolios are utilized to demonstrate growth from 1 to 5%. We are showing growth in Mathematics and Science. Our STAAR benchmark scores showed improvements from last year to the current year” (DHS Campus Improvement Plan, 2020).

5. Which students are making progress? Why? (*School Process)

- All student populations are making progress because instructors are utilizing data desegregation and accountability. Many programs, like the Ambassadors, target students at the 9th-grade level, which serves as a mentorship program. Diverse Learners, LEP students, and At-Risk students are all making progress, even if at times minimal. Accommodations are utilized to assist students.
- Campus implemented programs for credit recovery such as FAST PASS help students recover grades and give them the motivation to continue working in class.
- Our low socioeconomic status students are making progress because of the technological and academic opportunities provided through Donna ISD.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not? (*Demographics)

- Intervention strategies and various programs have promoted student achievement and progress can be seen. The Edgenuity credit recovery program is helping students, in particular migrant students and failing seniors. Students attending weekly subject tutorials which were scheduled during Monday-English, Tuesday-Math, etc.) are receiving the assistance necessary to make gains both as course credit and STAAR scores. The mainstreaming of Diverse Learners and RTI have a positive impact on dedicated special education/504/RTI students, but low reading levels remain. There is an overall positive impact on all student groups. The "Be the Change Program", Ambassadors, NHS tutorials, and after-school tutorials improve grades and attendance. The intervention programs that are benefitting our Special Education population are inclusion, Kagan, and heterogeneous groups. It provides a more one-to-one structure as well as allows for peer tutoring.
- The inclusive intervention has a positive impact on student achievement for Special Education populations.
- The DHS CIP provides 10 comprehensive research-based support strategies to target goals. One of these offers summer and year-round English Language Development Academy (ELDA) for ESL/LEP students to target deficiencies in Reading & Writing, and provides funds for ELDA tutors to offer students extra academic support in these areas. It also includes the Students with Ideal Mentors (SWIM) Program and consultant services for ELs. These same programs could also be offered to our At-Risk students to get ahead or make up for lost classes due to attendance or deficiencies. Increased funding for these initiatives would help them serve more students.

7. What does the longitudinal student achievement data indicate?

- Data indicates progress is ongoing, and there is positive growth towards campus goals.
- Benchmark data shows that students are mastering the TEKS being tested and the passing scores are increasing yearly. Students with good support systems do well as compared with students without.:
 - There was a decrease in English I from 61% to 59%;
 - an increase in English II from 63% to 66%;
 - Algebra increased from 72% to 84%,
 - Biology increased from 77% to 85%, and
 - US History slightly increased from 92% to 93%.
 - Students who did not previously pass the STAAR test have passed the STAAR this year as a result of Math 9, Math 10, Math 11 classes.
 - CTE provides opportunities for all students that are looking to receive certifications before high school graduation. To complete their certification, students must start taking courses for their certification completion in 10th grade (DHS Campus Improvement Plan, 2020)

8. What does the data reflect within and among content areas?

- A positive trend in every area. Students are improving and mastering content. There was a significant increase in the tested areas of Biology and Algebra. Trailer courses have played a pivotal role in getting students to pass previously failed STARR exams. PLC's helped consolidate instruction. Intervention measures such as tutors, inclusion teachers, after school/weekend tutorials helped improve student achievement.

9. What does the data indicate when disaggregated at various levels of depth?

- Disaggregated data demonstrates the students' strengths and weaknesses at the various levels of depth.
- When EOC/benchmarks results are broken down by subject area objectives, teachers can determine where student performance is weak and strong. Modification of instruction follows this evaluation of student performance. ELLs and Diverse Learners still lag when compared to the rest of the student population. Other data indicate that the TEKS were not addressed with enough depth and, therefore, students did not master at a high rate. Also, previous year data is key in placing students in the correct trailer courses so that they may receive the appropriate remediation for failed EOC assessments. Special Education is lower in its STAAR participation rate, attendance rate, college and career readiness, and dual enrollment. However, our drop-out rate is higher than the state.
- Data allows us to pinpoint key weaknesses in online learning and TEKS not well comprehended virtually.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process)

- Students at Donna High School are making annual progress.
- Data that is collected throughout the years shows how student scores are progressing across multiple demographics. There is not a single group of students at a disadvantage due to the opportunities provided by the district.
- Students with good attendance and minimal behavioral problems have shown annual progress. Students who are self-motivated and seek additional help have shown growth. Students in advanced courses, such as CC, AP, Pre-AP, and TSTEM are motivated to excel.
- CTE courses also provide opportunities for students to earn a certification in their field of choice.

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

- During the DISD Academic Days, a select few update the curriculum guides and the instructional and assessment materials. The content of the curriculum itself and our workbooks are evidence that the curriculum is clearly linked to the TEKS and student learning standards. Teachers must follow the timeline provided for each course, are expected to use Forethought when lesson planning, and AWARE to analyze data tested every six weeks.
- Results from state exams, benchmarks, bundle assessments, and online curriculum pacing, all of which are aligned to STAAR Results.
- Six Weeks Exams, Benchmark, Bundle Tests
- The breakdown of the TEKS on the curriculum.
- Textbooks are also aligned to the TEKS.

12. How are data used to inform curriculum, instruction, and assessment decisions? (School Process)

- Data is used to determine strengths and weaknesses in the curriculum and delivery of instruction. Teachers use data to adjust curriculum, and instruction based on bundle exam results ("mini-benchmark" results). Daily student performance data is also used in the re-teaching of the curriculum where teachers employ different learning strategies.
- Data is used to determine which TEKS need to be spiraled in and used to form tutorial groups; teacher instructional action plans are also based on disaggregated data.
- Instructional Planning Days are scheduled after each six weeks period to ensure data is analyzed and weak TEKS are targeted so that teachers can modify instruction accordingly.
- Teachers dissect individual and overall group data to determine areas of need and determine a course of action to address areas of concern and provide different levels of rigor to challenge all learners

13. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?

- Data reflects the areas that need to be targeted for improvement, by following the curriculum provided by the District, teachers can spiral in low achieving TEKS for re-teaching, and implement more summative and formative assessments that challenge student growth.

14. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

- The 21st Century Skills themes are covered through real-life mathematical applications. The learning and innovation skills are contained in the higher-order thinking skills of Bloom's taxonomy that are employed by our teachers. Kagan structures help students develop both academically and socially. The implementation of technology is better for preparing students for real-world demands. In Science, for example, courses apply the use of technology and concepts of global awareness, financial, economic, business, health, and environmental literacy that is TEKS specific. Students are introduced to STEM careers and are highly encouraged to participate in academic extracurricular activities such as UIL, Science Fair, Master Minds, Science Olympiad, Robotics Club, and several STEM summer institutes. MTTs provide technology and Web 2.0 tools training. Teachers incorporate technology such as Edmodo, Google Docs, Kahoot, and online textbook activities. All are student-centered and provide immediate feedback.
- 21st-century learning skills are further implemented in the curriculum through the use of technology, the concept of global awareness, and environmental literacy that is TEKS specific. In addition, students are introduced to T-STEM Academy initiatives of Project and Problem based Learning. Teachers also utilize technology and cooperative learning, use videos from adopted textbooks, and use YouTube videos to explain, teach and tutor students. Students engage in critical thinking through collaboration and teamwork. Students participate in labs that require the use of technology and software.

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups? (*School Process & Demographics)

- Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the students' mastery (or non-mastery) of state assessments, they may be placed in trailer courses to better suit their academic needs. When students do not Approach Grade Level, they are enrolled in a remedial class. When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class, and higher than a 4831 will be scheduled in an Advanced class. (As the program is Open Enrollment, students can still opt to enroll in an Advanced Class without meeting set scores.) All teachers are required to implement the recommended modifications for students in the special populations. The impact this has played on this specific student group is improved scores. Diverse Learners may also have an inclusion teacher present in the class for additional assistance. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC exams required for graduation.
- Experiential learning, independent study, direct, interactive, and indirect instruction are aligned with the 5E model to meet student learning needs. To target different populations, we use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL.
- As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to provide support to our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.
- Different methodologies and research-based instructional strategies are implemented.
- District-created bundles and curricula are implemented.
- Teachers use formal, informal, and summative assessments to guide instruction. Expected outcomes of achievement are varied within each classroom.
- High-interest reading selections and instructional videos that appeal to the students and their outcome needs are utilized.
- Scaffolding, differentiation, and sheltered instruction are enforced.
- Because the curriculum is being evaluated every 6 weeks and it is the same curriculum for both Donna High School and Donna North High School they are very well aligned.
- Students may use breakout rooms to further their learning and class discussions
- Online platforms for assessments: Quizizz / Kahoot
- Resilient Best School Practices

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time? (*Demographics)

A general improvement in EOC scores shows that the implementation of the ELDA program, the built-in STAAR Academies, and the after-school tutorial program together have had a positive impact on our students who need additional assistance beyond the primary classroom instruction. We do, however, have a long way to go with

improvement. Typically, our ELLs and Diverse Learners need this extra instruction. We have also seen our migrant education department assist with the success of migrant students who need extra attention as the need of the family to move frequently interrupts classroom instruction. Also of much help is the small group instruction, Kagan strategies, and cooperative learning manipulatives. Students in need of additional assistance are required to attend mandatory after-school tutorials. These students are monitored closely to ensure that data reflects improvement.

- Other interventions that have shown positive impacts on student achievement include RTI, inclusion, Sheltered Instruction, SWIM program, tutorials, and small group testing.
- Utilized FAST PASS and ONLINE INTERVENTIONS SUCH AS CONTENT SUPPORT to assist struggling students

17. How do instructional design and delivery maximize student engagement, a positive learning climate, higher-order thinking skills, problem-solving, critical thinking, etc.?

- Our teachers' goals are to provide students with a positive learning climate in which the student is motivated to engage in the lesson, obtain higher-order thinking skills, and grow in problem-solving and critical thinking. Our lessons are geared at the specific needs of students and when the design and delivery of the lessons are aimed at their needs, students will grow not just academically, but also socially, professionally, and emotionally. Kagan structures have been included in lesson plans, promoting classroom management, a positive learning climate, and higher-order thinking skills.
- With the increased use of a laboratory setting, Kagan structures, the 5E model, and Project-based learning, a positive learning environment allows students to interact with expectations and keep them engaged in student-centered activities. This process allows students to develop higher-order thinking skills that may be applied to real-world scenarios where critical thinking and problem-solving take place.
- Hands-on activities such as laboratory experiments and the use of cooperative learning create a positive learning environment and allow for students to be engaged in student-centered activities.
- High-level readings/ activities addressed each area of need.
- Benchmarks, Bundle Tests, Data Comparison identify and target these needs.
- Students can investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs.
- Asynchronous/Online instruction helps increase student participation for students who are less likely to participate in person.
- Students can search for answers and utilize online resources to complete their assignments.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measuring the effect of curriculum and instruction?

- Yes, there is diagnostic evidence that assessments made in collaboration with curriculum directors, deans, and administration are developed to be aligned with clearly specified and appropriate achievement expectations. They are developed and closely linked to previously released exams and STAAR Released items and information booklets from the Texas Education Agency. For instance, students' scores determine their placement in EOC trailer classes, regular classes, or advanced core classes. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC graduation requirements.
- Assignments, quizzes, bundle tests are aligned with specific expectations of district and state standards. They are developed with alignment to TEKS by district curriculum writers and specialists and through data meetings.
- Assessments are administered to students every six weeks as a bundle exam. The bundle exam provides data-driven results that measure each objective taught. In addition, students are given benchmarks, six weeks exams, semester exams, and EOCs.
- Although the curriculum is strategically created, at times, the achievement expectations can be difficult to realize because there is not enough time allotted for mastery of each skill.

19. How do we know assessments are designed, developed, and used fairly and equitably that eliminates biases? How do students perceive these assessments?

- Bundle assessments are district-made and double-checked by faculty/staff within the district. Teachers follow district standards that comply with state and local policies designed to keep fair and equitable learning. Students comply with assessments. Directors and strategists monitor what is being used for the curriculum and student performance.
- Through online learning use a lockdown browser for assessments.
- The majority of students perceive online assessments as challenging, but crucial to their learning to succeed in their own education.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

- By ensuring that core teachers follow and cover the required TEKS, student assessment scores have improved. The AWARE program allows teachers to obtain up-to-date information about student performance. Teachers also obtain specific information about population groups such as ELLs and Diverse Learners and their performance in specific TEKS.
- Student performance is tracked throughout the year during every bundle test. The principal and deans monitor the results after every test. Teachers spiral what was not mastered from the previous bundles, into the new curriculum.
- Although standardized testing currently provides us with useful data, changes need to be made to ensure that students are tested in different ways other than only multiple-choice exams.
- We receive immediate feedback via quizzes/assignments. However, this info is limited to only the students that consistently log in and participate. We need a separate method/system to make check standards for students we do not regularly interact with.
- We follow curriculum guidelines and transposing all physical assignments to digital.

21. What technology do we have for student learning? (*School Process)

- WIFI TOWERS
- Internet Hotspots for Students' use.
- ONE Chromebook PER STUDENT w/ needed software
- 1-to-1 device for students.
- TEACHER LAPTOPS
- iPads/Tablets
- XP-Pen / equivalent writing Tablets
- Course Specific Software that shows/guides students with Teacher
- Smart Music Software
- Finale Music Creation
- Audacity
- SolidWorks
- Tinker CAD
- More per subject.

22. What is the technology proficiency for staff and students?

(*School Process & Demographics)

- Tech. Proficiency for Staff
 - The majority of Staff is computer literate
 - Google Classroom under our belts
 - Quizizz, Edpuzzle, Kahoot, etc. currently in use for regular student interaction.
 - Schoology with mixed results
 - Tech. Proficiency for Student
 - Same as Staff
 - Required Training / Training wanted:
 - How-to Training:
 - Order Material
 - Travel
 - Conference

- put together documents for every regular school
- present a virtual class
- implement and use mitigation plans
- transfer grades quickly from other platforms to TEAMS
- TEAMS: Attendance, Grades, Grade Change, how to view student transcript (core/counselors)/Data

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

- Limited knowledge/experience using technology.
- Not having clear examples of the technology.
- Network bandwidth speed and consistency.
- Lack of troubleshooting experience.

24. What types of technology professional development have we provided? What was the impact on staff and students?

- Intro to Google Classroom
 - Effective
 - Eduphoria
 - Effective
 - Analysis of student data
 - Mixed Effectiveness
 - SuccessEd/ Updating RTI
 - Effective in helping teachers plan for upcoming lessons and promote student success.
 - FlipGrid
 - Effective in helping student interaction and Student Success!
 - SmartMusic
 - Effective in student Interaction - Fine Arts – Music
 - Schoology
 - Needs Improvement / Functionality

25. In which content areas are we using technology and how? What is the effect?

- All Core is using digital classes for daily interactions.
 - Though it allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.
 - Most electives are using digital classes for daily interactions.
 - Though it allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.
 - In-Person Technology, Use of PowerPoints for lesson delivery.
 - Use of the Internet to lesson plan and take attendance. The effect is great and positive, but only for those classes regularly using technology.

26. How does the design of the network provide support for the users?

The network does not fully support all its users adequately; its use is limited. The design of the DISD network makes communication easier with teachers, administrators, and parents. At times, the infrastructure causes the system to slow down. If there are network/internet issues, they are usually resolved quickly. Fast internet also allows teachers to

search videos for their lessons and provide student engagement. Poor design network and connectivity to certain parts of the school. Users have poor signal and pages and websites sometimes take a while to load. It keeps students on task and is student-centered. The infrastructure causes the system to slow down. More monitoring tools need to be provided to teachers to assist. The current network still needs improvement.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation?

- Everything is kept digitally in Eduphoria and is an effective record-keeping system. However, it is clunky and could be better streamlined so that teachers can take attendance, grade, and lesson-plan quickly and easily in a single place.
- Technology needs to be more user-friendly so teachers/curriculum/assessments can be more effective.
- Curriculum and Technology need to be updated from the model of “solely in-person instruction” to give guidance and assistance to the current state of affairs of “mainly virtual” and be adaptable to a hybrid model. Make these changes sooner/proactively to best prepare all professionals during PD time again yearly.

Student Learning Strengths

1. Academic UIL extends classroom learning and promotes higher-order thinking skills.
2. Interventions for students with needs
3. AWARE/Eduphoria helps teachers obtain data fast and generate reports to determine gains or losses.
4. Programs such as Ambassadors, tutorials, and others that target student groups and provide students with the opportunities to expand student learning.
5. District Curriculum is strong in some areas
6. Collaboration/team planning, PLCs
7. Abydos, Lead4ward, GT, Google, and other Technology training
8. AP Exam participation
9. ACT Testing Participation
10. STEM students will have the access to advanced academic programs, technology applications, and distance learning networks through a STEM initiative.
11. Baseline technology in every classroom, and students were provided with a personal Chromebook
12. All teachers know how to use the technology for required tasks: email, lesson planning, grade book, attendance, and breakfast in the classroom.
13. All teachers can develop lessons and activities using word processing, PowerPoint, and the Internet.
14. Technology is increasingly being used in the classrooms.
15. Direct connectivity to the internet
16. Teachers have laptops and desktops
17. Graphing calculators, iPads, whiteboards, and projectors are available for everyone.

18. DISD Technology Conference/Symposium
19. Curriculum online provides working links to textbooks, videos, worksheets, and other resources.
20. Students have access to computers at the LRC and various library online resources
21. Access to MAC Computers and Adobe Creative Cloud for Art Classes
22. District provides upgrades to technology as needed.
23. Atomic Learning, Google Classroom, Pear Deck, Schoology
24. WIFI/HotSpots are being provided

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A significant decrease in EOC scores in Algebra 1, Biology, and US History.

Problem Statement 2: Lack of student engagement in online learning platforms.

Problem Statement 3: Decreased student attendance rate.

Problem Statement 4: High student failure rate.

Problem Statement 5: Some teachers are in need of classroom/office printers, more software programs, and technology equipment for gym use.

Problem Statement 6: Insufficient technical assistance when issues arise during instructional time.

School Processes & Programs

School Processes & Programs Summary

FOCUS QUESTIONS

1. How is follow-up data regarding teacher performance provided to teachers?

- Through the Eduphoria program, teachers can view the results and comments from any walkthrough or observation that an administrator has conducted. Each year, teachers are to meet with their respective supervisors who oversee each department for a summative meeting to discuss evaluations. When performance issues need to be addressed, administrators meet with teachers to discuss the issues. During core-area common planning (PLC), administrators have an opportunity to address teacher performance with a larger group.

2. How are we recruiting highly qualified and effective staff? (Demographics)

- To recruit highly qualified staff, the district advertises job openings on the district webpage, region 1 ESC, and networks with the current staff and administration.
- The district offers incentive stipends to recruit highly qualified teachers. Such as teacher sign-on bonus for high-demand subject areas, content-specific stipends for high-demand areas, graduate degree stipends, and National board certified stipends.

3. What is our staff attendance rate? Retention rate? Turnover rate?

- According to data, 13.1% of teachers were veteran teachers with over 20 years of experience, 28.4% have 11-20 years of experience, and 19.8% have 6-10 years of experience, and 33.5% are first to fifth-year teachers. Most teachers stay on staff at Donna High School for over 5 years.
- Attendance incentives have kept staff attendance at a high rate.

4. How is highly effective staff assigned to work with the highest need students? (*Demographics & Student Learning)

- Administrators and strategists conduct walkthroughs and observations to determine which staff will most likely meet the needs of these students.
- Evaluations, qualifications, student assessment data, and policy compliance are also considered in this process.
- Additionally, training is provided to meet the academic needs of students and engagement.

5. What is the impact/effect of our teacher mentor program?

- Each teacher who is new to the profession receives a mentor to help through the process of assimilation into Donna High School. These new teachers can use their mentor-teachers as valuable resources throughout their first year in the profession.
- New teachers are also placed into a new teacher academy where a campus administrator assists them in the development of their first year.

6. How is new staff supported? What feedback do they provide?

- The new staff is supported by the assignment of mentors and supervisors. The new staff can provide feedback through core-area common planning, surveys, and conferences with their mentors or administration. Common grade level and core area planning provide additional support with lesson planning, policies, and student discipline. A New Teacher Academy is provided throughout the year; meetings are held at least once a six weeks during lunch. Food, assistance, and mini-training are held during this time. Teachers also participate in a book study of Harry Wong's First Days of School.
- At the district level, a new teacher orientation symposium is held.

7. What systems are in place to build capacity and support the notion of continuous improvement?

- Data from TAPR (Texas Academic Performance Report) - CCMR, STAAR results, etc.
- Results Driven Accountability - Special Populations

8. How are we using data to determine professional development for staff? (*Student Learning)

- Six Weeks Bundles
- Benchmarks
- Grade Reports/Data to target prof. development based on reports generated by student demographics. Reviewing student demographics to the target student area of need.
- Teacher weekly assessments

9. How are collective and individual decisions regarding professional development determined?

- Department surveys of possible professional development sessions.
- Campus Needs Assessment

10. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

- **Academics Digital Summit** (District Technology Trainings). Implementation is monitored through administration walkthroughs. There is an increase in technology integration in the classroom. Follow-ups are done with subsequent technology training.
- **Edgenuity**. Implementation is monitored through the Edgenuity management system, administrative walkthroughs. The impact is an increase in student achievement, attainment of credits, and flexible options for learning. Follow-ups are done with subsequent training and support meetings.
- **Content-Based Professional Development** -- CTE, SpEd (Least Restrictive Environment), PLAAFPs
- **PBIS - Positive Behavior Intervention System (under Mr. Gomez)** - Tier System; Resilient Schools Support Program (RSSP) & SEL under PBIS
- **SEL - Social Emotional Learning & Self-Care Strategies, Mindfulness, Character Traits**. Presented by Child Mental Health Specialist
- **Safe Schools Training - online training** -- Cybersecurity, Title IX, Human Trafficking, Coronavirus Awareness, FERPA, Suicide Prevention, HIPAA
- **friEd Technologies.**
- **Schoology.**
- **GT Trainings.**
- **EOC Trainings.**
- **AP & Pre-AP Institutes.**
- **Regional Subject-Area Conferences.**
- **AVID Training.**
- **TSTEM/PBL Training**
- **UT ONRAMPS Fall, Spring & Summer Institutes**

11. What evidence exists that families and community members are involved in meaningful activities that support student's learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (*Demographics & Student Learning)

- **CTE Advisory Committee.** Members include business community members, school district personnel representing different subject areas, a parent, a student, and other community partners, including STC and Workforce Solutions. Committee meets twice a year (Fall and Spring) to discuss and review CTE programs and give expert advice and opinions to guide the development of programs that would prepare students to transition into postsecondary and 21st Century career opportunities for in-demand, high-skill, and high-wage jobs. More CTE programs have been added in recent years and growth is evident through a large number of student enrollment and Industry-based certifications that are earned by students. CTE is available for all students regardless of demographics.
- **Dual Credit Student/Parent Informational Meetings.** Meetings are held for both students and parents regarding dual credit programs, their requirements, and services provided by the IHE to help support student learning. Parents of students interested in the programs are involved. We have seen an increase in the number of students who participate in dual credit programs, either academic or CTE through STC or UT-OR.
- **Parent Educator Meetings/Classes.** Parents can attend sessions through the Parent and Family Learning Academy. Parents attend monthly meetings hosted by the Parental

Involvement Department to gain information and learn about resources to help their families and support their children.

- **Parent Volunteers.** Parents can volunteer through the Parental Involvement Department. Parent volunteers provide daycare for department meetings.
- **Family and Community Organizational Scholarship Awards/Leadership Activities.** Scholarship Opportunities provided by families and community members; ie. Quarterback Club, Band Boosters, Local Businesses/Organizations support the advancement of student learning. Organizations like the Rotary Club also sponsor leadership conferences for students; ie. RYLA (Rotary Youth Leadership Awards program) develops leadership training in problem-solving and decision-making. Students working towards possible scholarship opportunities and those who have leadership training usually maintain passing standards in school to participate in programs.
- **TSTEM Advisory Board.** Members include business community members and school district personnel.
- **Transition Fairs for Senior Students** - Community members, ie. Workforce Solutions provide information to students and parents about their services for continual student learning post-secondary.
- **Parent and Student Representation on CLPAC and DLPAC.**

12. How are families and community members involved in school decisions?

- Families and community members can attend school board meetings and voice concerns.
- Families and community members can participate in surveys set up by the campus and/or district.
- Representation from families and community members are invited to join district committees to explore school-wide issues and initiatives; ie. Lead and Learn Safely and Strategic Design Framework.
- PTO - Parent Teacher Organization - raise funds for schools, programs, teacher recognition, student/family needs

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

- Counselors encourage and advise parents and students. When necessary, counselors and teachers arrange parent meetings and conferences. Advisory through the counseling department is offered to parents and students. Parent-teacher conferences also support students and parents.
- The Parent and Family Engagement Program (Parent Center) is available for parents as well. The Parent and Family Engagement Program (Parent Center) at Donna ISD is committed to providing opportunities for parents to become partners in education. (Health Clinics, Nutritional Classes, etc.)
- Social Worker Liaison
- The campus encourages parents to be active as parent volunteers and advises parents of events open to the community which requires student and parental involvement, such as literacy parades, pep rallies, and parents' night.
- Texas A&M Agriculture Extension- The Texas A&M AgriLife Extension Service is a unique education agency that provides programs, tools, and resources on a local and statewide level that teach people improved agriculture and food production, advanced health practices, environmental protection, economic, and youth programs.

14. If families speak languages other than English, what are these languages? How does the school communicate in those languages? (*Demographics)

- Parents speak Spanish and English.
- The school translates and offers all information and flyers in both languages. All parental meetings and phone/text messages sent out are bilingual. When a translation is needed between teacher and parent, it is readily available and offered.

15. What types of services are available to support students in special programs? What are the results? (*Demographics and Student Learning)

- Some services available to our students include the Migrant Educational Program, AVID, ELDA program, athletic and band boosters, credit recovery programs such as Edgenuity, LUCHA, Diverse Learners club for our Special Education population, Telecommunications to parents, and Homebound teacher services.
- Diverse Learners have Teacher's Assistants and Inclusion Teachers in the classroom, ELDA program provides tutors for the ELL students, Migrant students have Migrant Strategists for support services, and MEO is offered to Migrant Students for instructional services. All programs provide reports on student progress, grades, and scores.
- Other available services include 504/Special Education (ARD Meetings) to support and assist Sped students. TELPAS writings are required to assist Limited English speakers, along with inclusion services to help provide a more meaningful learning environment.
- Other services/events include Autism Night, Special Olympics, Counseling, ARD meetings, RTI, after-school tutoring, SWIM Mentoring, College Success, and academic resources for students in such programs.

- Child Find: this program/organization goes out to parents' homes of students who have certain cognitive and/or developmental issues.
- Project HOPE: students who are failing, at-risk of not graduating, at risk of not being promoted to the next grade level, truancy issues get their parents to be contacted to help them succeed in school.
- The results include increased parental involvement, increased attendance, student achievement, increase student promotion rate to the next grade level, and increase the graduation rate.

16. What types of community partnerships exist to support families and students?

- Community partnerships include AVID, STC, and HEB Feast of Sharing, Food Drive, and Student Council initiatives.
- Day Care Services, Homebound teacher services, SWIM Mentoring.
- Boys and Girls Club, and United Way
- Wal-Mart Fill the Bus with school supplies
- HEB Feast of Sharing
- The city of Donna provides a city park for festivals.
- TSTEM Advisory Board
- CTE Advisory Board
- Dual Enrollment Partnerships with STC, TSTC, RGV College, UT OnRamps, and Early College
- Several businesses allow students to gain experience in a working environment, Walmart Assistance, FFA experience, community involvement with car washes, ROTC helping events.

17. To what degree does the district/school support the organization and how?

- Comprehensive Needs Assessment is completed to identify the strengths and weaknesses of the organization. Areas of need are then considered in the Campus Improvement Plan for structuring the school budget in the upcoming year.
- The DLPAC (District-Level Planning and Advisory Committee) and the CLPAC (Campus-Level Planning and Advisory Committee) are in place to provide teachers and staff representation and input on the decision-making level of the district and campus. Throughout the district and each campus, various committees are formed to advise the various decision-making processes. The committees are intended to advise the decision-making process.
- DISD has provided training for the Diverse Learners Department throughout the school year such as CPI, BIP/FVA, Kurzweil for STAAR Online, Testing Accommodations, Lumens Refresher course. The school has provided training such as T-TESS, STAAR Alt 2, and STAAR Online training for every test administration.
- District and campus administrators show support through the attendance of regular meetings & training, sharing of data and tests, providing materials for classrooms such as textbooks and resources, as well as support with disciplinary issues.
- DISD and DHS support all organizations by scheduling adequate staff development training throughout the year. Teachers have time in the morning before classes start to plan by department, by subject, even by level. Also, at the beginning of every six weeks, teachers have an instructional planning day to revise the previous six weeks' data and plan for the following six weeks.
- Through Covid-19 Crisis, DISD and DHS supported each other to make sure our students had access to technology from home safely and efficiently.

18. What does the data reflect about classes, schedules, and student/staff teams?

- Donna High School students are assigned classes and schedules based on availability and graduation plans. Students are given thirty-two (32) credit opportunities through the block schedule system.
- DISD runs reports, analyzes all data, and creates schedules and classes to fit the needs of the students. Results from benchmarks and standardized testing/ assessments are also considered in scheduling the proper classes to meet the needs of each student.
- Students are assigned to classes according to their achievements and needs such as AP/Pre-AP classes, LEP, Special Education, Migrant, etc.)
- Attendance data is obtained daily. Implementation of incentives/reward programs for attendance has been shown to improve attendance in the past. Data has shown that more needs to be done to ensure students are in class.
- Students and teachers work as a single cohesive unit. Teachers implement TEKS into appropriate bundles and students try extremely hard to pass classes.
- Leadership, master schedule, duty rosters, school map/school environment

- Due to strategic planning and targeting instruction, the school has met state standards. Therefore, the scheduling is working.
- DHS has gathered information during the COVID -19 crisis as to what technology apps should be implemented in our distance learning. This gives us insight as to what changes should be made to better teach our students from their homes.

19. How is adequate time devoted to subjects in which students perform poorly? (*Student Learning)

- Based on the data from various assessments, students are offered extra support, during their subjects' support classroom during Asynchronous time.
- Students are assigned to trailer courses where they did not meet the state assessment standard.
- Students were offered after-school tutorial academies and Saturday academies to prepare for state testing.
- The students who are failing can receive the opportunity to improve their grades through completing extra in-class assignments, Edgenuity, MEO lab for Migrants, and after-school tutorial hours, and Fast Pass Packets.
- Time is devoted adequately to those subjects in which the students perform poorly by making sure each subject has the same amount of time within class periods.
- Time is divided evenly throughout all subjects.
- Through distance, learning time is a big factor as to how much a student can complete from home. Not all students have technology access or a device to themselves, many times our students share their devices with other siblings.

20. How do teachers have a voice in decision-making and school policies?

- Teachers have a voice in decision-making and school policies through DLPAC and CLPAC meetings, department head meetings, core-area common planning, and individual conferences with decision-makers on campus. This is an area that still needs to be improved upon to where teachers can have an increased role in the decision-making process.
- One teacher out of every department participates in CLPAC where school decisions and policies are created. They in turn relate them to the department.
- Teachers are provided with staff meeting and department meeting to discuss and voice their opinions as to what benefit the department and how the need can be met as a school. Teachers are also provided surveys to voice their thoughts and opinions about school policies and calendars.

21. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

- Teachers do have a voice in the modification of this timeline yearly, and discussion and agreement of such changes occur during core common planning.
- Teachers have the opportunity to write curriculum in the summer and develop assessments to target what was taught in the curriculum.
- Teachers also have different databases to use to develop assessments and input into AWARE and get instant feedback.
- Assessments are pre-created by curriculum writers, teachers select passages and questions to administer. Exams are reviewed the week before by the department to make sure the exams adequately assess the covered TEKS.
- Talk with the department head and strategists to give input.
- At the end of each six weeks, we review data to assess student needs.
- Teachers were given the choice to create their own six weeks' exams for the second semester, for non-state tested subjects.

22. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

- Yes. Every groups' concerns are heard and leaders are readily available for any questions or concerns the parent or administration may have. Through various parent meetings and district-wide parental sessions, the communication between all parties can be heard. This is further facilitated by providing transparency in both student grades and the online curriculum.
- They make it easy for their voices to be heard through school board meetings, CLPAC, and other committees created throughout the district. Student council also exists to give students a voice for their needs to be heard.
- Absolutely! Parents can talk to teachers or administration to voice their opinion and be heard during CLPAC meetings.
- The school has social media platforms where parents can voice their opinions and concerns, and ask questions, privately and publicly.
- Surveys are sent to parents to see their opinions on certain topics, like re-opening schools and how they feel about sending their children back to campus.

23. What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners?

- Administrative personnel and directors keep updated on changes in TEKS and state assessments through meetings and training. Summers are often used to update and modify the curriculum for upcoming years by core area teachers based on EOC results. Also, the curriculum is discussed and advised as necessary through the common planning period. Lesson plans on Eduphoria and teacher action plans to address the needs of learners are implemented and plans reflect the spiraling of the necessary weak TEKS. The time frame and TEKS covered must constantly be adjusted to provide a deeper understanding of the content.
- Bundle reviews and feedback forms/reflections are utilized as well.
- Other evidence includes surveys, teacher feedback, RDA every day, 3X3, and Action Plans

School Processes & Programs Strengths

1. New teacher mentor program/New Teacher Academies
2. Common planning period before school
3. 90 min. conference & planning periods
4. Frequent training and staff development provided in areas of need
5. Teacher attendance incentive
6. Assessments aligned to TEKS
7. Data analysis and immediate feedback of data
8. Student-centered instruction
9. Every teacher has document cameras, a projector, and a computer.
10. Teacher-designed curriculum by grade level/subject.
11. Dual Credit Student/Parent Informational Meetings: AP, CC, and UT OnRamps Courses
12. Professional Learning Communities
13. Easily accessible online curriculum for every subject with texts and activities
14. Curriculum is reviewed and updated every year.
15. Fish Camp/ Student Orientation
16. Parent Center/ Parent Volunteer Program/ Parent Educator Meetings/Classes: Information meetings/ Parent Portal/ Meet the Teacher Night
17. Counselors, parent, student conferences
18. Special Education Case Managers

19. Homebound teacher services
20. Truancy officer on-campus
21. English Language Development Academy
22. Campus Level Planning and Advisory Committee
23. Supportive services for students in special programs
24. Go Center and AVID offer assistance to parents and families with college preparations/questions/ Financial Aid Night
25. Family/community participation/Community parade, Parents Night, Art Show, Chisholm Trail, 5K Fun Run
26. Community service projects (e.g. clubs attending assisted living, etc.)
27. Family & Community Organizational Scholarship Awards/ Leadership activities
28. CTE Advisory Committee: Community partners meet with CTE staff periodically throughout the year.
29. TSTEM Advisory Board: Members include business community members and school district personnel.
30. Multiple opportunities for extracurricular participation, parent involvement, and workforce opportunities
31. Transition Fairs for senior students: Community members, ie. Workforce Solutions provide information to students/parents about services for post-secondary student learning.
32. Communication through Blackboard, and various social media platforms
33. Health Screenings
34. Community partnerships with the City of Donna have allowed for summer recreation programs opened to ALL DISD students.
35. All documents/memos sent out to parents and the community are in both English and Spanish.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of parental involvement at the secondary level and incentives for parents to become more involved.

Problem Statement 2: Lack of funding for communal events that highlight student achievements.

Problem Statement 3: Low participation and completion of CTE and Advanced Academic Programs.

Perceptions

Perceptions Summary

FOCUS QUESTIONS

1. How do students describe the school climate? How does this compare to staff?

- Students describe the school climate as welcoming, supporting, encouraging with a sense of belonging. Either virtual or in person, the students have made a positive adjustment to the virtual instruction environment and activities. Teachers are constantly connecting with their students, along with faculty making necessary calls to ensure student success and parent awareness. DHS continues to hold up to high academic standards, through CTE courses, and dual enrollment. Teachers are readily visible and have implemented new strategies in their virtual instruction to help student success.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

- The evidence that Donna High school is aligned with its vision and mission is that it fosters a professional culture of learning by educators and students. This includes reflection and feedback that helps for continuous improvement towards our visions and student goals. Our leaders are continuously promoting research-based practices to improve student learning. The staff is constantly encouraging students to participate in other academic programs such as AP, STEM program, CTE, dual enrollment, and OnRamps courses.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

- Teachers describe it as a respectful and positive environment. Professionalism is often displayed amongst staff which fosters strong and ethical relationships as well as a strong support group. In return, the positive attitudes between colleagues encourage students to feel a sense of belonging and support for themselves. Teachers can create great student rapport and support students through academic and extracurricular activities.

4. What does the data reflect regarding student behaviors, discipline, etc.?

- Students that have a pattern of disciplinary behavior often continue the negative behavior typically suffer academically. They fall behind in credits due to their poor attendance and often perform poorly in district and state assessments. The implementation of the Positive Behavior Intervention system in the upcoming school year student behavior and staff consistency in the disciplinary system.

5. To what degree do students and staff feel physically safe?

- Students and staff feel very safe here at Donna High School. The administration team has taken several steps to secure safety on campus with the addition of NightLocks in every classroom and the AXIS Door entry system at each of the major entryways. In response to the Covid-19 pandemic, the campus has implemented the district Learn and Lead Safety plan to closely monitor through the Dr. Owl application, verify temperature checks for students and staff, implementation of remote learning, onsite Covid-19 testing, and providing additional personal protective equipment if needed on campus.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

- Student expectations are communicated often by teachers, coaches, administrators, etc. However, with a remote learning environment, there are new challenges associated with students meeting these expectations, especially academic expectations. To accommodate a new learning environment, teachers have had to be very flexible and innovative with their instruction. Traditional academic expectations that may have worked in the in-person learning environment may no longer be practical for a remote learning environment. Despite these new challenges, teachers continue to maintain high expectations for learning and behavior. As we transition back to in-person learning, teachers again may have to examine and update the expectations for their classes.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the student's attendance, tardies, and other behaviors?

- In a "normal" school year the students that make an effort to participate in the various activities offered at a school are probably the happiest. They will feel a sense of belonging to a group of students with similar interests. Many of these students will fall under athletics and fine arts, as well as, organizations related to career and technology, student council, AVID, and such. These students tend to have fewer attendance issues and tend to have better progress when it comes to academics. Those students are the ones that are satisfied with the school's culture and climate. Due to the pandemic, there was less participation in extracurricular, academic, and fine art activities.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

- The data supports the idea that students thrive when the environment is most adequate for learning. In correlation with classroom management and organization, our exam scores are improving. When the curriculum is organized and walkthroughs occur, the students and teachers cooperate and perform better. Classroom management and organization have improved due to the many experienced teachers here at DHS. It keeps the students in the classroom with fewer referrals and more student success and achievement.

9. What does data reflect regarding gang, substance abuse, weapons, and other safe schools area? Who are the students involved? What do we know about these students? What services have these students received?

- Data reflects students who engage in these different lifestyles most often lack academic or parent involvement, direction, and guidance outside of the classroom. At times these students feel unwanted, alone, outsiders or lack a sense of belonging. Donna High School assists counselors, LPC, LSSPs, and outside agencies. The school provides staff drug education content every six weeks to discuss with students in their classroom.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

- Typically, the students who are academically in the upper 50% are involved in extracurricular activities. These are usually the students who we know are responsible for their academic careers. They are highly motivated to improve their academic status to be a member of an extracurricular activity. These students tend to enroll in advanced academic classes and score higher than their peers. Students who tend to be in extracurricular activities demonstrate a greater commitment to school and achieve higher grades. Data also shows that these students are Gifted and Talented students with higher objectives and goals. These students are actively involved in school activities such as UIL sponsored events in which they can achieve personal success. Generally, extracurricular activities tend to promote healthy and effective lifestyles in these students and keeps them distracted from other unhealthy activities such as substance abuse and gang-related issues.

11. What are the students' and staff's perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

- Our campuses have made improvements that have made our students, teachers, administrators, office personnel, and visitors have a positive impact and perception. While it is true that some maintenance is still necessary, our district has made a great effort to make our staff feel comfortable as to what has been accomplished and projects underway. But students have mentioned that the campus is outdated and needs improvement in classroom sizes, and certain areas in the main building. In turn, has to affect student morale and school spirit.

12. How does staff feel about technology?

- Our staff has embraced the challenge of learning new technology and adjusting to change very well during the Covid-19 pandemic. Over the last year, Technology has drastically improved. The staff feel's there is a strong necessity to get educators more training on specific technology-based activities, tools, etc. It would be most beneficial for educators to be trained more on new ways to incorporate technology in the classroom and thus, feel more comfortable using it. Currently, the district's investment in wifi towers has helped a lot of students have access to the internet from their own homes and the ability to stay connected to teachers. This has greatly created a more equitable online learning environment. Furthermore, the prospect of having a physical and digital classroom is exciting but also overwhelming for some staff.

13. What are the students', parents', and community's perceptions of the school?

- The priority is to ensure academic excellence for all students, a rigorous quality education. The Donna High School staff and teacher perceptions are that there has been a great effort being made for all students to succeed, pass the assessments, and graduate. Therefore, due to Covid pandemic perceptions that have changed because of the greater integration of technology and access to the internet, parents, and the community might have a more favorable view now than before.

Perceptions Strengths

1. Strong collegial support
2. Pride, Traditions, and Legacies
3. Students are continuously motivated by a variety of programs that help them gain self-confidence and assurance (AVID, Ambassadors, STEM, etc.)
4. Good environment for learning
5. Student incentives are provided for student achievement
6. Positive school climate
7. Closed Campus/ Raptor Station
8. Disciplinary Actions, suspensions, and DAEP placements
9. Student handbook
10. Community and family engagement
11. Administrator classroom walkthroughs
12. Parent contact
13. Data-driven decision making
14. Classroom management
15. Extracurricular activities and clubs are available to all students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Multiple entrances/exits with an insufficient number of security guards can contribute to violence and discipline issues.

Problem Statement 2: Decrease in student attendance.

Problem Statement 3: Rules and policies are not thoroughly enforced.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals









Goal 1: Donna High School 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 standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.














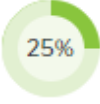


Performance Objective 1: Library Services: Media Literacy Centers will promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Targeted or ESF High Priority

Evaluation Data Sources: Library Sign-In Sheets, Mackin Via Database Usage, STAAR EOC and TELPAS Scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students the opportunity to have authors visit and talk to them about becoming an author or an illustrator by holding campus literacy fairs and district literacy fairs.</p> <p>Strategy's Expected Result/Impact: Contracted author's documentation, flyers and sign-ins for literacy fairs.</p> <p>Staff Responsible for Monitoring: Campus administration, Librarians, Library Assistants</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach technology TEKS to students.</p> <p>Strategy's Expected Result/Impact: Teacher and librarian lesson plans Class schedule</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarians</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus with a balanced, current, age-appropriate, and systematically organized collection of award-winning books to fit the curriculum needs of the campus, to include magazine and newspaper subscriptions.</p> <p>Strategy's Expected Result/Impact: Collection analysis and inventory list</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants, Department Heads</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide reading motivational incentives and hold student celebrations to encourage circulation.</p> <p>Strategy's Expected Result/Impact: requisitions, list of eligible participating students</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Compile and maintain campus library budget based on program needs.</p> <p>Strategy's Expected Result/Impact: Budget</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide extended library hours before and after school.</p> <p>Strategy's Expected Result/Impact: Student sign-in sheets and extra duty time sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarians, Librarian Assistants</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide, update, and expand resources for teachers, counselors, and administrators to use in their instructional setting and professional development. This will include books, audiovisual and technology equipment, databases, laptops, toner, ipads, TVs, projectors, document cameras, reading devices, carts, microphones, headphones, digital cameras, professional books, etc.</p> <p>Strategy's Expected Result/Impact: Inventory license agreement equipment checkout</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide a loss prevention plan and resource management for circulation, cataloging, and securing/retrieving missing, lost or stolen materials.</p> <p>Strategy's Expected Result/Impact: Maintenance agreement for security gate system 3M Library Systems, Pockets, and security tape</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide librarian the opportunity to attend workshops and conferences at Region One, the Texas Library Association, & TCEA to improve job performance.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion</p> <p>Staff Responsible for Monitoring: Campus Administration and Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Allow parents and community members to check out library books and provide them and students with opportunities to participate in motivational reading activities such as Literacy Night.</p> <p>Strategy's Expected Result/Impact: Organization of event, flyers, and sign-ins</p> <p>Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide funds for staff development trainings, to include materials, resources, miscellaneous.</p> <p>Strategy's Expected Result/Impact: Organization of even, flyers, sign-ins, roster of participants</p> <p>Staff Responsible for Monitoring: Administration Librarian</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide clothing/supplies for identified struggling and underprivileged students, including the Christmas Foundation Wal-Mart Trip and graduation gowns.</p> <p>Strategy's Expected Result/Impact: Student Roster</p> <p>Staff Responsible for Monitoring: Administration Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide funds to purchase shirts, meals, awards, and other reading incentives, to include Battle of the Books, Ambassador, Honor Roll, Attendance, End of the Year Field Trip.</p> <p>Strategy's Expected Result/Impact: Increase in Student Reading Levels Increase in student interest in library books and resources</p> <p>Staff Responsible for Monitoring: Administration Library</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide funds to purchase equipment to maintain the day-to-day operation of the library, including furniture, etc.</p> <p>Strategy's Expected Result/Impact: Increase in student interest and student visitation</p> <p>Staff Responsible for Monitoring: Administration Librarian</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide funds to allow for student celebrations, field trips, and awards to include Senior Splash Day.</p>	Formative			Summative
	Sept	Dec	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Donna High School 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 standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.

Performance Objective 2: Donna High School will implement strategies to increase literacy and produce more students reading on or above grade level resulting in students meeting goals for all accountability measures. This increase in literacy will yield gains in ELA, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC data, TELPAS data,

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Donna High School 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 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 will increase by 4%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Meets and Masters Grade Level data for all subjects.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase % of GT students achieving the MEETS and MASTERS grade-level standard on STAAR by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for GT students.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase % for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by 2%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for SPED students

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Bilingual/ESL Education: Increase the number of students identified as LEP students achieve the MEETS and MASTERS grade level standard on STAAR/EOC by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC, TELPAS, Student Schedules

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: Increase the % of students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS, RDA

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 6: Fine Arts: Will identify the Fine Art students in need of academic improvement and offer tutorial opportunities in order to increase by 5% the amount of Fine Art students achieving meets and/or masters standard on the STARR exam

Evaluation Data Sources: Eduphoria; Aware-reports, STARR/EOC , Tutorial logs

Summative Evaluation: Some progress made toward meeting Objective









Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.













Performance Objective 7: Donna High School will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.













Targeted or ESF High Priority

















Evaluation Data Sources: STAAR EOC Results





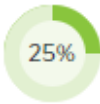

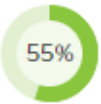









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG 2)</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area.</p> <p>Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure effective practices are in place and the implementation of required lesson plans for English, Math, Science, and Social Studies. (BG 2)</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG 2)</p> <p>Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR EOC, TELPAS, & RDA).</p> <p>Staff Responsible for Monitoring: Deans and Campus Administration</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp.(164) - \$14,369.28</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide research-based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job-embedded training (common departmental planning), response to intervention (RTI), data utilization, technology, core state-adopted textbooks, supplemental programs, research-based strategies for ELLs, research-based instructional strategies for Common Core Readiness Standard (CCRS), classroom management, and discipline (teaching) for appropriate behavior. (BG 2)</p> <p>Strategy's Expected Result/Impact: Professional Development District Plan & Campus-Based, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at-risk learners, decreased referrals, and decreased behavior referrals.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs</p> <p>Funding Sources: ExC-ELL Training - Teacher/Principal (255), ExC-ELL Training - State Comp.(164), ExC-ELL Training - Local (199), ExC-ELL Training - Title III (263)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide funds for teacher aides/assistants, teachers, counselors, and administrators to attend necessary training/conferences/professional development in areas of need and to continue campus and district initiatives such as Abydos, Lead4ward, AVID, TXESOL, CAST, CAMPT, TFLA, Region One, AP and Advanced Trainings, UT OnRamps, TASSP, Legal Digest, Technology Conferences, Texas Council for Social Studies Annual Conference, T-Stem, etc. (BG 2)</p> <p>Strategy's Expected Result/Impact: Increased performance in assessment scores</p> <p>Staff Responsible for Monitoring: Campus Administration & Department Chairs</p> <p>Funding Sources: ABYDOS - State Comp.(164), ABYDOS - Local (199), Lead4Ward Consultants - Teacher/Principal (255), Teacher/Admin Travel - Title I (211)</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Invite administrators to distance learning platforms (Google Classroom), include more interactive distance learning that can be implemented for greater student participation and success. All teachers will receive training and be Google certified. Monitor implementation of best instructional practices presented during professional development and all staff training. (BG 2)</p> <p>Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes, subject level meetings, sign-ins.</p> <p>Staff Responsible for Monitoring: Campus Administrators & Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Improve supports to struggling learners by providing necessary interventions. Provide:</p> <ul style="list-style-type: none"> *STAAR EOC Tutorials (Monday-Thursday and Saturday) *Accelerated Instruction/Trailer courses during the school day *Resources to support interventions including teacher pay, tutorial material, office supplies, transportation, and snacks. (BG 2) <p>Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.</p> <p>Staff Responsible for Monitoring: Campus Administration & Teachers Monitor Strategies Include: Documented content area meetings, lesson plans, student attendance sign-ins, parent contacts, student self analysis/goal setting, teacher self analysis/goal setting, and final STAAR EOC data analysis.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: STAAR EOC Tutorials - State Comp.(164), STAAR EOC Tutorials - Title I (211) - \$75,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement district & campus initiatives such as Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Technology, Journals, Softwares, Student Portfolios, Cooperative Learning Strategies, Sheltered Instruction, ExC-ELL, writing across the curriculum (Abydos), College Readiness Activities, and Distance Learning platforms (Google Classroom, UTRGV WebWork) to increase student performance.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration & Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Ensure the campus' program for English Language Learners (ELLs) is research-based and responsive to the needs of students. The program will be designed, implemented, supported, and monitored for a positive impact on student learning. (BG 2)</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administration, ELL Strategists, and Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Determine advanced academic courses to be offered at Donna High, expand opportunities for dual credit, advanced placement, college prep-courses, UT OnRamps, and increase participation & completion of advanced academic courses. (BG 3)</p> <p>Strategy's Expected Result/Impact: Increased enrollment numbers in Advanced, AP, & Dual Enrollment courses.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, & Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Create more opportunities for students to participate in enrichment programs such as career interest, technology, athletics, band, extracurricular, student clubs, UIL, and in courses of languages other than English.</p> <p>Strategy's Expected Result/Impact: Increased enrollment numbers in these programs.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Determine and utilize student assessment instruments to monitor progress by aligning purpose, parameters, and an effective number of assessments. The district & campus shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.</p> <p>Strategy's Expected Result/Impact: Assessment scores (Beginning-of-Year, bundles, six weeks exams, benchmarks, interim, and state assessments)</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs, & Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Provide college and career readiness opportunities that integrate cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills to enable students to pursue post-secondary schooling. (BG 3)</p> <p>Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE).</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Administration, Counselors, Gear Up Facilitators, AVID Coordinators</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and student group where requirements were not met. (BG 2)</p> <p>Strategy's Expected Result/Impact: Increased Performance in areas addressed</p> <p>Staff Responsible for Monitoring: Campus Administration & Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide opportunities for students to attend U.I.L. competitions, academic competitions, and other club activities/field trips that promote student success; to include funds for registration fees, transportation, lodging, and meals for students and U.I.L. coaches, and petty cash funds for concession stand sales. Other U.I.L. expenses include the following: study materials/supplies, other equipment needed for competitions, opportunities to compete at meets (if needed: transport, fees, and food), fees/dues for our school's contribution to the District fund (DEC), shirts for our student competitors, other incentives for student competitors, and for our hosted meet (fundraiser): trophies for winners from visiting schools, meals for visiting coaches, tests and supplies needed to run the different competitions, outside judges needed for competitions, chairs and table rentals to accommodate all visiting schools (around 35).</p> <p>Strategy's Expected Result/Impact: Student Participation in Local, Regional, State, National, and Global Competitions</p> <p>Staff Responsible for Monitoring: Campus Administration & UIL coaches Club Sponsors</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide opportunities and funds for student field trips to supplement class instruction and college readiness, including attending HESTEC/ T-STEM field trip at UTRGV, NEPRIS and Upward Bound Math & Science Program, and STC camps. Provide supplies for College presentations.</p> <p>Strategy's Expected Result/Impact: Increased performance in core areas and college readiness.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 17 Details	Reviews			
Strategy 17: Provide funds for the implementation & maintenance of classroom technology, such as calculators, projectors, document cameras, etc. Provide laptops for UT OnRamps and purchase technology for T-STEM. (BG 3) Strategy's Expected Result/Impact: Classroom inventory Staff Responsible for Monitoring: Campus Administration & Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Allow opportunities for student clubs & organizations, (such as Book Club, MAS, Student Council, NHS, FCA, Spanish Club, etc) to fundraise money for books, field trips, transportation, shirts, meals, graduation stoles, and other incentives. Strategy's Expected Result/Impact: Invoices, rosters Staff Responsible for Monitoring: Administration Club Sponsor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Provide funds/transportation-related to graduation expenditures such as travel to and from graduation site for rehearsals, graduation programs, etc. Strategy's Expected Result/Impact: Student Rosters Staff Responsible for Monitoring: Administration Counselors	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Provide funds for College and Career Readiness initiatives, specifically AP, ACT, SAT, & TSI Tutorials. (BG 3) Strategy's Expected Result/Impact: Increased ACT/AP/TSI scores Increase in college acceptance Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

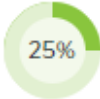

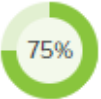





Goal 2: Donna High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal standards. The percentage of students who achieve meets and/or masters performance level on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

Performance Objective 8: Bilingual/ESL: Bilingual/ESL students will receive focused and enriched instruction in the areas of Reading and Writing (ELA). The campus will increase the percentage of students who meet the state standard in English I & II EOC exams and the campus will increase the percentage of ELLs progressing one performance level on the TELPAS. At least 70% of Donna High School bilingual/ESL students will meet the state standard in English I & II EOC.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on pedagogy (sheltered instruction, ExC-ELL, etc.) that addresses the needs of the ELL population, and acquire resources to assist teachers in providing linguistically accommodated instruction. (BG 2)</p> <p>Strategy's Expected Result/Impact: Requisitions; use in classrooms; inclusion in lesson plans, walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration & ESL Strategists</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain up-to-date instructional technology in ESL and ELD classrooms in order to serve students more effectively.</p> <p>Strategy's Expected Result/Impact: Use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology</p> <p>Staff Responsible for Monitoring: Campus administration, ESL Strategists, ESOL/ELD teachers, campus technology technician</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Train and oversee ELD & ESL teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve the linguistic development of the ELLs they serve.</p> <p>Strategy's Expected Result/Impact: Enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction</p> <p>Staff Responsible for Monitoring: Campus administration, ESL Strategists</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor teachers as they develop and foster the use of online, vertically, and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS, and CCRS and that incorporate authentic readings, performance tasks, and research-based instructional strategies as they are sequenced in detailed units. (BG 2)</p> <p>Strategy's Expected Result/Impact: Curriculum units; lesson plans and instruction that effectively utilize curricula</p> <p>Staff Responsible for Monitoring: ESL strategists</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Afford campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students.</p> <p>Strategy's Expected Result/Impact: Certificates of completion, walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR</p> <p>Staff Responsible for Monitoring: Campus Principal & Deans</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Hold recognition activities for student performance/achievement and provide students opportunities to attend social functions, including field trips, to practice communication and interaction skills for the goal of enhancing levels of language proficiency such as end-of-year field trip for recent immigrant students.</p> <p>Strategy's Expected Result/Impact: Six Weeks Grades, Semester Grades, TELPAS ratings, EOC Scores, Student participation, student rosters</p> <p>Staff Responsible for Monitoring: Principal, Deans, and ESL Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: Donna High School 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 standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 9: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures.

Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.

Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results, TELPAS and Campus Accountability Reports, TAPR

Summative Evaluation: Significant progress made toward meeting Objective









Goal 3: Donna High School 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%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: TSI Tutorials will be implemented to prepare students in meeting TSI requirements. This will include teacher tutorial pay, transportation costs, snacks, TSI Preparation Materials, and other office supplies required to facilitate TSI tutorials.</p> <p>Strategy's Expected Result/Impact: 70% of Seniors will have attempted the TSI exam by graduation. The number of TSI Complete students will increase by at least 10% from the previous year.</p> <p>Staff Responsible for Monitoring: Administration and Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: TSI Tutorials - State Comp.(164), TSI Tutorials - Title I (211)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 3: Donna High School 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 earning AP/Dual Enrollment credits including Associate's Degree will increase from 34% to 39%

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide required instructional materials to facilitate dual enrollment courses.</p> <p>Strategy's Expected Result/Impact: Increased number of students obtaining dual enrollment credits.</p> <p>Increased number of students earning Associate Degrees at DHS.</p> <p>Staff Responsible for Monitoring: Administration: Principal & Deans of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Dec	Mar	June
	 50%	 75%	 85%	 100%
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Goal 3: Donna High School 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: 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%.

Targeted or ESF High Priority

Evaluation Data Sources: PBM,
PEIMS,
Bundle and EOC data,
TELPAS Data, Lesson Plans, IEP Implementation, job shadowing opportunities for students

Summative Evaluation: Met Objective













Goal 3: Donna High School 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: Advanced Academics: The percentage of students taking AP exams will increase 3%. The percentage of students taking ACT/SAT tests will increase 2%.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS, College Board, Texas Higher Education Coordinating Board (THECB)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: ACT Boot Camp will be implemented to prepare students for the ACT, increase scores in subject areas and composite scores. This will include teacher tutorial pay, transportation costs, snacks, Princeton Review ACT Preparation Books, and other office supplies required to facilitate ACT tutorials.</p> <p>Strategy's Expected Result/Impact: 90% of Seniors will have participated in an ACT test by graduation. Students participating in Boot Camps will increase composite score and/or subject score tutored by at least 2 points.</p> <p>Staff Responsible for Monitoring: Administration and Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: ACT Tutorials - State Comp.(164), ACTTutorials - Title I (211), ACT Preparation Materials - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Advanced Placement Tutorials will be implemented to prepare students for AP Exams. This will include teacher tutorial pay, transportation costs, snacks, AP Preparation Books, and other office supplies required to facilitate AP tutorials.</p> <p>Strategy's Expected Result/Impact: 95% of students enrolled in an AP course will participate in the corresponding AP Exam. The number of students receiving an AP score of a 3 or above will increase by at least 10% from the previous year for each subject area.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Advanced Placement Tutorials - State Comp.(164), Advanced Placement Tutorials - Title I (211), Advanced Placement Materials - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Donna High School 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 5: Special Education: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

Targeted or ESF High Priority

Evaluation Data Sources: IEP data, CCMR Accountability information

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna High School 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 6: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna High School 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Targeted or ESF High Priority

Evaluation Data Sources: AP Enrollment information, Master Schedules, AP exam data

Summative Evaluation: Significant progress made toward meeting Objective













Goal 3: Donna High School 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.













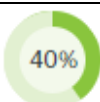

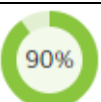
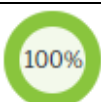
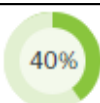

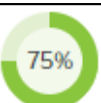

Performance Objective 8: CTE: Donna High School will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%. CTE teachers and students will be provided with the necessary resources to achieve program goals.











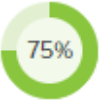







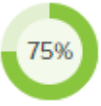

Targeted or ESF High Priority

















Evaluation Data Sources: CTE graduation rate will increase by 2%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses.</p> <p>Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, T-TESS, EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans</p> <p>Staff Responsible for Monitoring: Campus Principal & CTE Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Link CTE at the secondary campuses and postsecondary levels.</p> <p>Strategy's Expected Result/Impact: Student Schedules, PEIMS, PBM, Certification/College Hours Earned</p> <p>Staff Responsible for Monitoring: Campus Principal & CTE Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry.</p> <p>Strategy's Expected Result/Impact: Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation</p> <p>Staff Responsible for Monitoring: CTE Director, Campus Principals, CTE Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Develop, improve, or expand the use of technology in CTE programs. Strategy's Expected Result/Impact: CTE Program Plan of Action, Integrated Continuous Improvement Plan, RDA Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (BG 3) Strategy's Expected Result/Impact: PBM, AEIS, PEIMS, STAAR Data, TELPAS Data, Lesson Plans, IEP Implementation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide activities to support entrepreneurship education and training. Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG 3) Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Support training and activities in nontraditional fields Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director,Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations and provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation, Region 1 Professional Development Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs. Strategy's Expected Result/Impact: Activity Participation, Contact Logs, Informative Program Material Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Implement effective practices to improve parental and community involvement, to include student participation in community events such as Literacy Parade, District 5Ks, etc. Strategy's Expected Result/Impact: Activity Participation, T-TESS, Contact Logs Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Recognize CTE students and staff achievements throughout the year as well as recognize CTE community partners and advisory members. Strategy's Expected Result/Impact: CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
Strategy 14: Students will participate in local, area, regional and state co-curricular activities and competitions. Strategy's Expected Result/Impact: Receipts, Lists of Participants, Awards, and Activities Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Provide opportunities for students to join Student Leadership Organizations and National Technical Honor Society Strategy's Expected Result/Impact: Student Club Account Rosters Staff Responsible for Monitoring: CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Participate in Educational Program Initiatives such as Dual Credit and Industry-Based Certifications and Licenses through CTE course offerings. (BG 3) Strategy's Expected Result/Impact: Signed Letters Certifications Gradebooks Staff Responsible for Monitoring: CTE Director, Principal, CTE Counselor	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Provide timely and appropriate training for CTE teachers in: core subject area sheltered instruction CTE program updates CTE Program areas Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, receipts Staff Responsible for Monitoring: Principal, CTE Director, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 18 Details	Reviews			
<p>Strategy 18: Provide funds for recognition and celebration of CTE student accomplishments, including the purchase of lettermen jackets for ROTC, Culinary Arts, & other CTE senior students, trophies, awards, and end of the year banquets.</p> <p>Strategy's Expected Result/Impact: Student Rosters</p> <p>Staff Responsible for Monitoring: CTE Counselor, CTE Club Sponsors</p> <p>Funding Sources: - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Allow for CTE Student Clubs to fund-raise for student/teacher lodging, meals, transportation, club shirts, competition registration, field trips, and supplies, to include Robotics, Skills USA, BPA, etc.</p> <p>Strategy's Expected Result/Impact: Student Rosters, receipts, travel</p> <p>Staff Responsible for Monitoring: Principal, CTE Director, CTE Counselor, CTE Staff and Sponsors</p> <p>Funding Sources: - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Provide funds to allow for the maintenance and purchase of office supplies.</p> <p>Funding Sources: - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21 Details	Reviews			
<p>Strategy 21: Support the success of the JROTC by providing funds for physical equipment for the use of training, drills, and competitions.</p> <p>Strategy's Expected Result/Impact: Successful and competitive ROTC program</p> <p>Staff Responsible for Monitoring: Principal CTE Director ROTC Drill Instructors</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Donna High School 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 9:

















Advanced Academics: G/T students will receive enhanced differentiated instruction through advanced academic coursework (Pre-AP/ AP) and 100% will meet the state standards in all areas of the STAAR EOC.

















Targeted or ESF High Priority









Evaluation Data Sources: The percentage of students enrolled in advanced academic courses, at grades 9-12, will increase by 5% by the end of the school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-AP/AP students will participate in summer reading program. Strategy's Expected Result/Impact: List of assignments and books Staff Responsible for Monitoring: Campus administration, librarians, Pre-AP teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. Strategy's Expected Result/Impact: Classroom observations, lesson plans, and assessments Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide access for all GT students to take the ACT test, ACT Aspire, and participate in the ACT Test Prep Boot Camp. (BG 3) Strategy's Expected Result/Impact: ACT Test Results Staff Responsible for Monitoring: Deans, Counselors Funding Sources: Purchase of ACT Aspire exams, score reports, and labels. - Title IV 289</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Support the Pre-AP/AP/CC-Dual/UT OnRamps/UTRGV Prep- courses by offering a rigorous curriculum and materials to supplement and enrich instruction.</p> <p>Strategy's Expected Result/Impact: Increased passing rate of AP Exams, Increased Dual Credits earned. Increase in student STAAR EOC for PAP/AP subjects.</p> <p>Staff Responsible for Monitoring: Principals, Deans, Counselors, AP Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Instructional Materials to support instruction - Title I (211), Instructional Materials to support instruction - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test.</p> <p>Strategy's Expected Result/Impact: AP Test Results</p> <p>Staff Responsible for Monitoring: Deans, AP Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide ample opportunities for parents to become aware of the graduation plans and to ensure full understanding of AP exam requirements: Parent/teacher meetings, Newsletters/brochures (English/Spanish)</p> <p>Strategy's Expected Result/Impact: Sign in sheets, agendas</p> <p>Staff Responsible for Monitoring: Principals, Deans, Counselors, Parent Educators</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update)</p> <p>Strategy's Expected Result/Impact: Sign in sheets, agendas, certificates of completion</p> <p>Staff Responsible for Monitoring: Campus Administration and GT Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide adequate funding to provide AP students the opportunity to challenge the Advanced Placement exams in the Spring for their corresponding courses.</p> <p>Strategy's Expected Result/Impact: AP Exam rosters & AP Score Reports</p> <p>Staff Responsible for Monitoring: AP Teachers & Deans of Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide funds for teachers and administrators to attend necessary trainings/conferences/professional developments in coordination with Higher Education Institutions and/or Region One for the improvement of Advanced Academics Programs at DHS as well as district initiatives such as UT OnRamps, STC, UTRGV, and College Board.</p> <p>Strategy's Expected Result/Impact: Advanced Academic course enrollment counts, college course completion counts, college credits earned, AP Exam rosters, AP Score reports, etc...</p> <p>Staff Responsible for Monitoring: Campus Administration - Principal and Deans</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Allow for academic clubs, such as National Honor Society, UT OnRamps, and Mexican American Studies Club, to fund raise for supplies, shirts, field trips, banquets, stoles, and end of year awards and celebrations.</p> <p>Strategy's Expected Result/Impact: Rosters</p> <p>Staff Responsible for Monitoring: Principal Counselor Club Sponsors</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide ACT & TSI Reviews for students after school and on Saturdays. (BG 3)</p> <p>Strategy's Expected Result/Impact: Increased ACT/TSI participation and increased scores indicating college readiness.</p> <p>Staff Responsible for Monitoring: Principals Deans, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide opportunities for students to participate in enrichment programs to supplement class instruction and promote college and workforce readiness in the form of field trips for exposure to career interests, college visits, STEM presentations, etc..</p> <p>Strategy's Expected Result/Impact: Agenda, Sign-In Sheet, Student feedback in the form of essays regarding interest.</p> <p>Staff Responsible for Monitoring: Principal, Deans, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

















Goal 3: Donna High School 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 10: TSTEM: Create an inviting climate that enhances learning and academic information that supports all students to successfully complete four years of mathematics, four years of science, four years of STEM electives.

Implementation of the STEM blueprint at Donna High by ensuring STEM focused curriculum supported by instructional practices.

Evaluation Data Sources: Six week tests, benchmarks, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Fully implement STEM education integration through all core areas through the use of innovative instructional practices and best practices as required by the STEM blueprint Staff Responsible for Monitoring: STEM Coordinator, Deans, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide funds to support best instructional practice by training in staff development/workshops (PBL's) Staff Responsible for Monitoring: Administration, STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide funds for student opportunity to explore careers, insight visits, field trips, guest speakers (industry experts). Including Teacher/Student transportation, meals, lodging, and fees. Including: NASA, Space X Staff Responsible for Monitoring: STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide funds for students to waive TSI fees for all STEM students for up to three times testing. (BG 3) Staff Responsible for Monitoring: STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide funds for student celebrations, recognition, awards, and STEM Academy shirts. Staff Responsible for Monitoring: STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide funds for school beautification academy design and supplies for office and staff, including labeling to improve academy culture and climate. Staff Responsible for Monitoring: STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide funds for supplies and testing materials for TSI/ACT/SAT/PSAT/ACT Aspire. (BG 3) Staff Responsible for Monitoring: STEM Coordinator, STEM Design Team	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				













Goal 3: Donna High School 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 11: College Readiness/AVID: Implementation of the AVID Program at Donna High will continue to grow by utilizing 100% of the 11 AVID Essentials of the Program.

Targeted or ESF High Priority

Evaluation Data Sources: AVID lesson plans/curricula, Eduphoria Forethought

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: AVID Teachers will fully Implement the AVID program and WICOR methodologies to focus on the students in the middle through a strong Reading & Writing Curriculum, Inquiry, Collaboration, Requirements for University Enrollment, Voluntary Participation, etc.</p> <p>Strategy's Expected Result/Impact: Parental Notices & Notifications, Class Rosters</p> <p>Staff Responsible for Monitoring: AVID Site Team</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide funds to continue with AVID college tutors, certificate programs, AVID Parental Meetings, & stipend for Avid Coordinator.</p> <p>Strategy's Expected Result/Impact: Tutor Payroll, Time cards</p> <p>Staff Responsible for Monitoring: AVID Site Team</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: DHS will continue with regular AVID Active Site Team and Data Collection.</p> <p>Strategy's Expected Result/Impact: Senior Data Collection Form</p> <p>Staff Responsible for Monitoring: AVID Site Team</p>	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 4 Details	Reviews			
<p>Strategy 4: Provide funds for AVID staff development, including AVID Summer Institute, AVID Curriculum CDs, Monthly Meetings, UTRGV AVID Teacher/Coordinator Meetings, DISD Symposium, etc.</p> <p>Strategy's Expected Result/Impact: AVID Certifications</p> <p>Staff Responsible for Monitoring: AVID Site Team, AVID Elective Teachers, AVID Coordinators</p> <p>Funding Sources: AVID Summer Institute - State Comp.(164), AVID Summer Institute - Title I (211), AVID Summer Institute - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide funds for student celebration and opportunities such as the AVID Senior End of the Year Banquet, College Trips, UT Explore, Ronald McDonald House, Letterman Jackets, AVID movie night (1 per semester), and AVID Graduation Stoles.</p> <p>Strategy's Expected Result/Impact: AVID Graduation/ Senior Data Report, Class Rosters, Community Service Logs</p> <p>Staff Responsible for Monitoring: AVID Elective Teachers, AVID Site Team</p> <p>Funding Sources: - Title IV 289</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Allow for fundraising opportunities to raise funds for teacher/student academic scholarships, banquets, student t-shirts, and field trips to include transportation, lodging, meals, and fees, etc.</p> <p>Staff Responsible for Monitoring: Campus administration AVID Coordinators</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide funds for school beautification projects, to include necessary resources such as paint and supplies.</p> <p>Strategy's Expected Result/Impact: Improve school culture and climate</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				















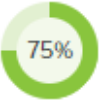





Goal 4: Donna High School will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.





















Performance Objective 1: Donna High School will develop and implement a plan to increase and maintain highly qualified and certified personnel.







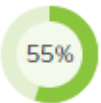





Evaluation Data Sources: Maintain Personnel Attrition Rate to less than 5%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement appraisal system with campus staff according to established procedures/policies and follow through with improvement needs.</p> <p>Strategy's Expected Result/Impact: T-TESS Appraisal Instrument Personal Growth Plans Formative / Summative Conferences</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to encourage, promote, and support the Alternative Certification Program and Student Teaching Programs.</p> <p>Strategy's Expected Result/Impact: Participation List</p> <p>Staff Responsible for Monitoring: Principal, Personnel Administrator</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct two climate surveys annually, one in the fall and one in the spring, to monitor effective school correlates.</p> <p>Staff Responsible for Monitoring: Personnel Administrator</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty representatives of the Campus Level Planning and Advisory Committee will meet once a month to discuss current issues and concerns, and will meet with their respective groups of teachers to solve/discuss concerns regarding professional environment.</p> <p>Strategy's Expected Result/Impact: Climate Survey Results</p> <p>Staff Responsible for Monitoring: CLPAC Members</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Involve department heads/teachers in interviewing potential staff.</p> <p>Strategy's Expected Result/Impact: List of Certified Teachers List of Department Heads</p> <p>Staff Responsible for Monitoring: Principal Department Heads</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Assign a mentor to each new-to-the-district teacher, and provide regularly scheduled New Teacher meetings/New Teacher Academy for effective management, organization awareness, & continuous support.</p> <p>Strategy's Expected Result/Impact: List of Mentors & New Teachers Sign-ins & Agendas</p> <p>Staff Responsible for Monitoring: Deans, Department Heads</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue teacher/staff appreciation & recognition program which includes, but is not limited to the following: Teacher of the Month, gift certificates for meals, Christmas luncheon, Teacher appreciation breakfast, refreshments at monthly faculty meetings, refreshments during state assessments and benchmarks, refreshments during staff development & work days, and refreshments for counselors during Counselor's Week.</p> <p>Strategy's Expected Result/Impact: Recognitions</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize strategies to attract highly qualified and high quality teachers such as providing staff shirts.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Provide supplies and materials for office staff and administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Purchase, disseminate and review Faculty Handbooks to ensure staff members are aware of Campus policies. Strategy's Expected Result/Impact: Summative Appraisals Renewals Non-renewals Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Continue providing and upgrading stipend system in teacher shortage areas, i.e., bilingual/ESL, special education, math and science in order to place endorsed staff in the classroom as allowable by district. Strategy's Expected Result/Impact: Compensation Plan Staff Responsible for Monitoring: Personnel Administrator, Curriculum, Bilingual & Sped Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Monitor exit interview surveys to identify and address the causes for teacher turnover. Strategy's Expected Result/Impact: Exit Form Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Provide administrators with a copy of the latest edition of The Educator's Guide to Texas School Law and any additional resources to assist with daily duties and assignments. Staff Responsible for Monitoring: Principal, Administrators	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Administrative staff will attend trainings/conferences pertaining to their respective areas and which will provide them with pertinent updates and information necessary for the success of the school, including, but not limited to: Abydos Annual Conference, AVID Conference, Lead4Ward STAAR Trainings, Region One Trainings, State Assessment Conference, Summer Law Conference, TASSP Summer Conference</p> <p>Strategy's Expected Result/Impact: Certificates of Completion</p> <p>Staff Responsible for Monitoring: Principal and Administrators</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Campus Secretary will attend annual conference for educational support staff to acquire information related to customer service & people skills to better assist the employees. Information will be shared with other support staff upon return.</p> <p>Strategy's Expected Result/Impact: conference agenda & invoice</p> <p>Staff Responsible for Monitoring: campus principal</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Donna High School 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: Donna High School will incorporate technology training at each New Teacher Academies and Departmental Meetings. *100% of new teachers will have participated in technology training each semester.

*Once a six weeks technology presentations will be delivered through department meetings.*100% of new teachers will have participated in technology training each semester.

*Once a six weeks technology presentations will be delivered through department meetings.

Targeted or ESF High Priority

Evaluation Data Sources: Training/Meeting sign ins and agendas for attendance.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna High School 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: Donna High School will ensure that the campus has a well maintained facility.

Evaluation Data Sources: Expenditure reports, Eduphoria work order reports, textbook status requests.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplies for facility will be purchased as needed to ensure a well maintained facility at DHS. Including paint, mirrors, furniture, and other interior resources/materials, exterior resources/materials, etc..</p> <p>Strategy's Expected Result/Impact: Staff, Student, and Parent Survey</p> <p>Staff Responsible for Monitoring: Campus Principal and Campus Secretary</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide funds for land improvements, to include improvements & maintenance on campus marquis for the purpose of communicating important campus events with the community.</p> <p>Strategy's Expected Result/Impact: Parental Involvement</p> <p>Community Awareness</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - Local (199)</p>	Formative			Summative
	Sept	Dec	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4: Donna High School 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: Transportation Department: The District will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna High School 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: Warehouse Department: The Campus will ensure that campus/department order requests will be completely processed and delivered within 3 days.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Donna High School 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: Maintenance Department: The Campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna High School 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 Campus 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.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna High School 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: 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.

Summative Evaluation: Met Objective

Goal 5: Donna High School 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: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.

Evaluation Data Sources: Campus Emergency Operations Plan













Summative Evaluation: Significant progress made toward meeting Objective









Goal 5: Donna High School 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: 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.

Evaluation Data Sources: TEAMS reports relating to disciplinary records.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure funds are in place to provide campus police and security personnel with the proper equipment to ensure effective communication and safety throughout the campus, including but not limited to supplies and uniforms.</p> <p>Strategy's Expected Result/Impact: Inventory List</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide funds to allow campus police and security personnel to attend pertinent trainings/conferences to the safety of the campus, personnel, and students, including but not limited to drug, discipline, restraint trainings, etc. This will include travel expenses, fees, meals, lodging.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide funds to allow for campus police to escort students to and from athletic and academic events and competitions and monitor local district events.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Install key-less entry systems with cameras where visitors must be buzzed in to enter the campus and providing a safer environment.</p> <p>Strategy's Expected Result/Impact: Result in a safer environment where visitors will be screened before entry to the campus</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: - Title IV 289 - \$28,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Donna High School 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: Nursing/Health Services: Donna High 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.

Evaluation Data Sources: Nurse documentation of screenings/immunization records on file.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide all necessary equipment & supplies to efficiently run the nurse's office, including all medical supplies (wheelchairs, epipens, etc.) & technology related supplies. Strategy's Expected Result/Impact: Approved Supply & Inventory Lists Staff Responsible for Monitoring: Principal, Nurse	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide funding for nursing staff to attend pertinent and necessary trainings, nurse conferences, & workshops to include transportation, meals, lodging, fees, etc... Strategy's Expected Result/Impact: Continuing Education Hours, Certificates of Completion Staff Responsible for Monitoring: Principal, Nurse	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Donna High School 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Open enrollment sign in sheets.

Summative Evaluation: Met Objective

Goal 5: Donna High School 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: Donna High will provide nutritional meals to 100% of all 9-12 students to support academic success.

Evaluation Data Sources: TEAMS BIC and child nutrition reports.









Summative Evaluation: Met Objective

Goal 5: Donna High School 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: Student Support Services: Donna High will ensure our students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: Counseling logs.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide funds for LPC and Counselors to attend necessary training/conferences/professional development in areas of need to ensure a safe and nurturing school environment that supports academic success, psychological and emotional needs of students, and encouraging positive student behaviors. Training includes Professional Counselor Conference, SEL training, Trauma and Loss, Suicide Prevention, Human Trafficking, Sexual Abuse, Crisis Response, and Alcohol/Drug Addiction.</p> <p>Strategy's Expected Result/Impact: Decrease Inappropriate and Disruptive Behavior through PBIS Campus Incentive Plan, social-emotional skills being practiced daily by staff and students.</p> <p>Staff Responsible for Monitoring: Campus Administration, LPC, Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				













Goal 5: Donna High School 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.










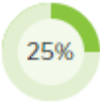
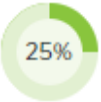









Performance Objective 7: Pregnancy Related Services (PRS): Provide support services to 100% of the pregnant teens and teen parents in the district that receive childcare .

Targeted or ESF High Priority

Evaluation Data Sources: In-take forms, sign-ins

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide support services to all pregnant teens and teen parents in the district that receive childcare at the District Day Care Center Wee Little Indians. Strategy's Expected Result/Impact: In-take forms, sign-ins Staff Responsible for Monitoring: Social Worker, CEHI teacher, Coordinator of PRS, Caregivers, School Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide health services related to pregnancy, and provide counseling (academic, mental, and physical) services. Strategy's Expected Result/Impact: sign-in forms, student records, student health records Staff Responsible for Monitoring: Counselor, Nurse, Social Worker, Coordinator	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide instruction off campus relating to parenting knowledge and skills including life skills and child development. Strategy's Expected Result/Impact: CEHI teacher logs Staff Responsible for Monitoring: CEHI Teacher	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide childcare for students' children. Strategy's Expected Result/Impact: Child attendance and individual applications for childcare Staff Responsible for Monitoring: Child Care Center Directors and Caregivers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide modified schedule for students to remain eligible for ADA. Strategy's Expected Result/Impact: Counselor Logs Staff Responsible for Monitoring: Academic and CATE Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide case management and service coordination to obtain services from government agencies and community service organization. Strategy's Expected Result/Impact: intake forms Staff Responsible for Monitoring: Life Skills Program for student parents, social worker	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide funds for staff to attend trainings directly related to the program, to include registration fees and travel. Strategy's Expected Result/Impact: proof of registration certificates of completion Staff Responsible for Monitoring: Child Care Center Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: All staff will participate in staff development that is either provided by the district or solely for the program 24 clock hours for caregivers and 30 clock hours for director of child development and related topics will be mandatory per year to include CPR and First Aid. Strategy's Expected Result/Impact: sign-in logs, certificate of training, and post tests Staff Responsible for Monitoring: Director of child care center and coordinator to pregnancy related services, care givers, secretary, social worker, and certified CEHI Teacher.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Social worker will receive training in Ethics and 20 clock hours in the field of social work. Strategy's Expected Result/Impact: Training certification and training logs Staff Responsible for Monitoring: Social Worker	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Coordinator will receive 30 clock hours of training in business, child development and training in accordance with Child Care Licensing. Strategy's Expected Result/Impact: Training Certification, and Training logs Staff Responsible for Monitoring: Coordinator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Teen parents who have children at district day care center will be given support and advice on parenting. Strategy's Expected Result/Impact: intake forms Staff Responsible for Monitoring: social worker, coordinator, child care givers, CEHI teacher	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Teen parents will be actively involved with their child if part of the onsite child care center, Age appropriate activities will be applied during the students lunch hour (20 min) mandatory guided by the coordinator and childcare givers. Strategy's Expected Result/Impact: student sign-in logs Staff Responsible for Monitoring: coordinator, child care givers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide mandatory CEHI Ed. Home Instruction to all eligible pregnant students during prenatal or postpartum period.	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				













Goal 5: Donna High School 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.







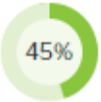













Performance Objective 8: Drop Out Prevention: Students will meet or decrease state dropout percentiles, will meet or exceed state graduation percentiles, and will increase completion rates by 10%













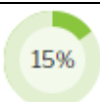

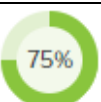

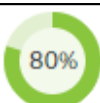

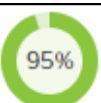

Targeted or ESF High Priority

Evaluation Data Sources: Completion rate will increase by 10%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student support services including, but not limited, to: Counseling, Drug Education, motivational speakers, Career Day activities, Credit Retrieval Edgenuity, STAAR EOC Saturday Academies, Trailer Courses, Summer school for credit recovery, Migrant Program offerings, Life Management Skills, and student resume & work portfolios. (BG 2)</p> <p>Strategy's Expected Result/Impact: AEIS, Awards, Recognitions, Transcripts, Grades</p> <p>Staff Responsible for Monitoring: Principal, Deans, Counselors</p> <p>Funding Sources: Credit Retrieval - Title I (211) - \$75,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunity for students to take the Credit by Exam with or without prior instruction to make up credits for graduation.</p> <p>Strategy's Expected Result/Impact: CBE Rosters, Transcripts</p> <p>Staff Responsible for Monitoring: Principal, Deans, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Train staff in strategies to be utilized for struggling students, needed interventions, instructional action plans.</p> <p>Strategy's Expected Result/Impact: Sign ins, Agendas, Certificates of Completion</p> <p>Staff Responsible for Monitoring: Principal and Deans</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide non-graduating seniors who have not passed one or more STAAR EOC Assessments and/or who are deficient 3 credits or less, the opportunity to enroll at the 3-D Academy. Strategy's Expected Result/Impact: Rosters, Transcripts Staff Responsible for Monitoring: Campus Administration and Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Formation of campus based attendance committee Strategy's Expected Result/Impact: Enrollment data Staff Responsible for Monitoring: Campus Administration & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue an attendance incentive program for students who attend on a regular basis. Strategy's Expected Result/Impact: Warning letters, weekly court filings, meetings with truant students Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Continue graduation incentives for students who meet completion requirements; senior events, including Senior Splash Day. Strategy's Expected Result/Impact: Student Rosters. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide clothing/supplies for identified struggling and underprivileged students, to include Christmas Foundation Wal-Mart Trip. Strategy's Expected Result/Impact: Roster Staff Responsible for Monitoring: Counseling Department Funding Sources: - Title I (211) - 211.32.6499.00.001.24.0.00 - \$3,750	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Continue providing students the opportunity to take necessary college entrance exams such as ACT, ACT Aspire, PSAT, TSI, SAT, etc. and provide funds for materials, supplies, and equipment as necessary. (BG 3) Strategy's Expected Result/Impact: Rosters, Scores Staff Responsible for Monitoring: Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Continue providing students Home Instruction services. Funding Sources: - State Comp.(164)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide field trips for At-Risk students to improve student outcomes, college interest, and advocate resources. Strategy's Expected Result/Impact: Graduation Rate, Completion Rate, Staff Responsible for Monitoring: Principal, Administration, Counseling Dept. Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Provide funds for awards, celebrations, and recognition for student success, to include Honor Roll, Perfect Attendance incentives, and top 20 Banquet. Strategy's Expected Result/Impact: Student Roster Staff Responsible for Monitoring: Administration, Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Provide funds to continue hosting Financial Aid Night and College Day for DHS students, including dinner for FAFSA representatives. Strategy's Expected Result/Impact: Sign-ins, flyers Staff Responsible for Monitoring: Administration, Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Provide funds to host scholarship recipient celebrations, including Scholarship Night, Top 20 Banquet and Head of the Class. Provide funds to maintain Notary to notarize financial aid applications.</p> <p>Strategy's Expected Result/Impact: Rosters & Sign-ins, Agenda, Flyer</p> <p>Staff Responsible for Monitoring: Administration, Counseling Department</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Provide funds for student participation and supplies in community and parental involvement activities to promote safe school environment, such as the DISD Literacy Festival and Parade, to include funds for registration, transportation, meals, etc.</p> <p>Funding Sources: - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide funds to allow for transportation to and from elementary campuses for the DHS Senior Graduate Walk.</p> <p>Strategy's Expected Result/Impact: Roster</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Provide funds for and allow for fundraising for student clubs and organizations to continue with activities and traditions that promote positive school culture and environment, such as Homecoming Festivities, Prom, Letterman Jackets, Warhoop Yearbook, etc.</p> <p>Strategy's Expected Result/Impact: Greater Student Participation Positive School environment</p> <p>Staff Responsible for Monitoring: Administration Class Sponsors</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Donna High School 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 9: Migrant: Donna High School will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas.

















50% of Migratory Students 9-12 will improve their score by 5% on curriculum-based reading and math assessments.

















Targeted or ESF High Priority

















Evaluation Data Sources: Curriculum-based assessments

















Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<p>Strategy 1: Identify all eligible migrant students and determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs, dropout prevention program; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress.</p> <p>Strategy's Expected Result/Impact: Certificates of Eligibility; Surveys; Increase number in Unique Migrant Count</p> <p>Staff Responsible for Monitoring: Migrant Strategists, Migrant Director, Recruiters, NGS Clerks and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Coordinate with available programs offering options for credit accrual or credit recovery to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal.</p> <p>Offer a variety of alternative methods for credit accrual and recovery to ensure credit consolidation, including MEO Lab, Edgenuity extended day/Saturdays. Opportunities for earning credits by exam; use of equipment, space, and support staff necessary for successful completion of coursework; offer tuition or fees for summer school.</p> <p>Strategy's Expected Result/Impact: Increase in the promotion and graduation rates</p> <p>Staff Responsible for Monitoring: Migrant Strategists; academic counselors; MEO/Edgenuity Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinate/provide homework assistance tools- collaborating with existing programs/organizations to facilitate student access to resources and provide parents information on how to access homework assistance tools. Issue laptops for research and PowerPoint presentations, giving priority to PFS students.</p> <p>Strategy's Expected Result/Impact: Completion of homework assignments leading to passing grades</p> <p>Staff Responsible for Monitoring: Migrant Strategists; MEO/Edgenuity Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement a set of strategies for partial and full credit recover and/or accrual for migrant students with late entry/or early withdrawal.</p> <p>Strategy's Expected Result/Impact: Increase in the promotion and graduation rates</p> <p>Staff Responsible for Monitoring: Migrant Strategists; Academic Counselors; MEO/Edgenuity Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR testing and remediation opportunities.</p> <p>Strategy's Expected Result/Impact: To ensure that migratory students have the opportunity to STAAR test out of state</p> <p>Staff Responsible for Monitoring: Migrant Strategists; Academic Counselors;</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop a PFS Action Plan for serving PFS students before the first day of school. The plan will clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. PFS students are identified and given priority to the necessary support services in order to achieve academic success.</p> <p>Strategy's Expected Result/Impact: Increase the PFS awareness to campus staff</p> <p>Staff Responsible for Monitoring: Migrant Strategists;</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Create a migrant extracurricular club or leadership organization (DHS Migrant Club) specific to migrant secondary students that meets regularly and is designed to: Help students resolve issues and problems related to late entry and/or early withdrawal; facilitate social engagement with school community; participate in extracurricular/community service activities to enhance student involvement in the community and improve personal academic portfolio; promote citizenship and social awareness.</p> <p>Strategy's Expected Result/Impact: To increase community involvement</p> <p>Staff Responsible for Monitoring: Migrant Strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide school supplies as required for class projects and as allowed by program guidelines when necessary.</p> <p>Strategy's Expected Result/Impact: increase academic success</p> <p>Staff Responsible for Monitoring: Migrant strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Prioritize educational and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those who are failing in the core subject areas.</p> <p>Strategy's Expected Result/Impact: Academic success and to ensure on time graduation</p> <p>Staff Responsible for Monitoring: Campus administration and strategists</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide transportation for migrant students for the purpose of providing community service, leadership academies, workshops, conferences and college/ university visits, and after/before school and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: increase awareness of post secondary education; increase community involvement</p> <p>Staff Responsible for Monitoring: Migrant strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Implement strategies to address the following areas in migrant student accountability: Decreasing the migrant drop-out rate, increasing the migrant graduation rate, increasing the number of seniors taking college entrance exams and STAAR EOC attendance rate</p> <p>Strategy's Expected Result/Impact: Meet state standards</p> <p>Staff Responsible for Monitoring: Migrant Strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide celebrations, certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year. Continue graduation incentives for students who meet completion requirements. These include, but are not limited to Migrant Senior Recognition Events, Campus Wide Recognition Assemblies, recognition during district events such as PAC meetings or school board meetings, publishing acknowledgments in District Newsletters, Migrant Club Meetings, etc.</p> <p>Strategy's Expected Result/Impact: Recognition of student success</p> <p>Staff Responsible for Monitoring: Migrant Strategists, MEO/Edgenuity Lab Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Project M.U.S.E (Migrant University Summer Experience) that will include credit advancement, college course for measures, and college readiness.</p> <p>Strategy's Expected Result/Impact: Increase college awareness while experiencing post-secondary coursework</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Migrant Strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Coordinate with content area teachers for regular school tutorials including Edgenuity and content support.</p> <p>Strategy's Expected Result/Impact: Increase in student participation</p> <p>Staff Responsible for Monitoring: Principal, Deans of Instruction, Counselors, Migrant Education Options Teachers, Parents</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Incorporate various technological approaches to inform staff of the migrant program guidelines and updates. Strategy's Expected Result/Impact: Increase migrant program awareness on campus Staff Responsible for Monitoring: Migrant Strategists</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide strategies to assist students in making post-secondary choices, including college/university visits, financial aid workshops, College Assistance Migrant Program, Pathway to Scholarship program, and Texas Success Initiation progress. Facilitate the process for college entrance exams by assisting migrant students with ACT/SAT/PLAN/PSAT/TSI registration and track their progress. Strategy's Expected Result/Impact: Increase post secondary admissions Staff Responsible for Monitoring: Migrant Strategists, MEO Teachers, Counselors, CATE Director/Supervisor/Teachers, Financial Aid Specialist/Clerk Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Assign secondary migrant strategists to coordinate and align proper graduation requirements and guide students for on-time graduation and increase the migrant graduation rate to 75% or higher, and provide academic intervention such as individual counseling presentations to significantly decrease the annual dropout rate. Strategy's Expected Result/Impact: Increase in the promotion and graduation rates Staff Responsible for Monitoring: Principal, Migrant strategists, counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
<p>Strategy 18: Ensure migrant students taking the EOC exams are present at testing time by monitoring attendance and providing appropriate interventions, and providing the appropriate remedial courses for failed EOC exams. (BG 2) Strategy's Expected Result/Impact: Increase number of migrant students taking STAAR Assessments Staff Responsible for Monitoring: Migrant Strategists, Attendance Clerks, Deans of Instruction, Truancy Officers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 19 Details	Reviews			
<p>Strategy 19: Failure intervention and data analysis, to include benchmark testing results and follow conferencing on student progress, parent calls, teacher consultations, administrator consultations, DAEP visits, home visits, attendance monitoring, letters, notes, student assistance committee, etc.</p> <p>Strategy's Expected Result/Impact: To be aware of student academic progress</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers, Counselors, Migrant Strategists, MEO Teachers, Parents</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 20 Details	Reviews			
<p>Strategy 20: Review transcripts to ensure migrant students are on track for graduation and implement credit consolidation, credit recovery, credit accrual, and schedule credit deficient migrant students into Migrant Education Options Lab.</p> <p>Strategy's Expected Result/Impact: Make sure students are on-time for graduation</p> <p>Staff Responsible for Monitoring: Counselors, Migrant Strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 21 Details	Reviews			
<p>Strategy 21: Provide funds to purchase supplies to migrant staff in order to operate migrant classrooms and offices from warehouse or approved vendors, including but not limited to pencils, paper, markers, posters, glue sticks, desks, chairs, filing cabinets, shredder, shelves, science equipment, etc.</p> <p>Strategy's Expected Result/Impact: efficient work performance</p> <p>Staff Responsible for Monitoring: Principal, Migrant Strategists</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 22 Details	Reviews			
<p>Strategy 22: Provide for ongoing Staff Development for Migrant staff in the core areas, program guidelines, and student initiatives. Provide ongoing professional development and opportunities to attend MEP conferences and other conferences for MEP staff: including ID/R and NGS training.</p> <p>Strategy's Expected Result/Impact: MEP staff will remain up to date on any and all migrant related policies and procedures.</p> <p>Staff Responsible for Monitoring: Principal, Deans of Instruction, Federal Programs Director, Department heads, Central Office</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 23 Details	Reviews			
Strategy 23: Inform parents on the financial aid process, college admissions process, and migrant program updates. (BG 3) Strategy's Expected Result/Impact: Increase college awareness for parents Staff Responsible for Monitoring: migrant strategists, counselors, financial aid specialists, counselors	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				













Goal 5: Donna High School 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.







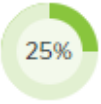










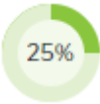


Performance Objective 10: Fine Arts: Students will perform in local, area, regional and state competitions.









Targeted or ESF High Priority

Evaluation Data Sources: Ratings in each round of competition will be used for evaluation purposes.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing supplies/ equipment/fees/meals/ travel lodging for students to be successful in fine arts courses and competitions for all fine arts programs, including but not limited to Art Supplies, Uniforms, Instruments, Competition Fees, Meals, Travel and Lodging, Registration Fees for Students and staff, software, cameras and lenses, and repairs.</p> <p>Strategy's Expected Result/Impact: Student Participation List</p> <p>Staff Responsible for Monitoring: Fine Arts Director and Fine Arts Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents and Community. Provide Refreshments, Costumes, Sets, Music, Video, Audio, Technology Equipment, Consultants, etc...to facilitate events.</p> <p>Strategy's Expected Result/Impact: Exhibits & Recitals</p> <p>Staff Responsible for Monitoring: Fine Arts Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for Fine Arts staff to attend trainings/ conferences in respective areas of need. Including: TMEA, TCDA, TBA, TDA, TAEA, TETA, Thespians, etc.</p> <p>Provide funds for outside consultants to support Fine Arts Curriculum.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Fine Arts Director</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Schedule recognition activities for student performances and student incentives for fine arts clubs and organizations, including but not limited to, the Art Club, End of Year Banquet, Mariachi Performances, inclusive of all Fine Art Programs, etc.</p> <p>Strategy's Expected Result/Impact: Student Participation List</p> <p>Staff Responsible for Monitoring: Fine Arts Director and Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 5. Provide resources to support competitions and try outs hosted including judges fees and other necessary supplies, including allowing for all Fine Art Clubs to fund raise for club shirts, competition registration, field trips, and supplies.</p> <p>Strategy's Expected Result/Impact: Participation Lists Final Results Lists</p> <p>Staff Responsible for Monitoring: Fine Arts Director and Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Allow for the all Fine Arts Clubs and Organizations to fund raise for club shirts, competition registration, field trips, and supplies.</p> <p>Strategy's Expected Result/Impact: Participation Lists Inventory Lists</p> <p>Staff Responsible for Monitoring: Fine Arts Director & Staff</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Allow for transportation to and from different venues and events for educational, fund-raising, and community service opportunities, including Rio Reforestation.</p> <p>Strategy's Expected Result/Impact: awareness community awareness</p> <p>Staff Responsible for Monitoring: campus administration art teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Allow funds for the purchase of materials, supplies, equipment and storage to effectively instruct students, including pottery supplies, kiln supplies, technology, etc.</p> <p>Staff Responsible for Monitoring: Campus Administration Art Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Provide trainings and staff development in CPR, First Aid, and AED skills. Strategy's Expected Result/Impact: CPR Certification Staff Responsible for Monitoring: Campus Administration, Fine Arts Director	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 5: Donna High School 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 11: Physical Education: Students in the physical education/ health classes will master at least 80% of the concepts and required skills, and DHS will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Targeted or ESF High Priority

Evaluation Data Sources: Students will be able to demonstrate mastery on written and performance based assessments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all students enrolled in PE/Health using FITNESSGRAM. Strategy's Expected Result/Impact: Annual Fitness Gram Data Staff Responsible for Monitoring: Campus PE Teachers and Department Chairs	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule students into appropriate and required PE and Health courses, according to students' grad plans. Strategy's Expected Result/Impact: Transcripts, Credits, Grades Staff Responsible for Monitoring: Principal, Deans, and Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide funds to purchase CPR/First Aid/AED Training materials and participant manuals/CPR certification, PE Uniforms, locks for lockers, PE equipment for students and staff. Strategy's Expected Result/Impact: CPR Certification for all students. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide trainings and staff development in Fitness Gram, CPR, First Aid, and AED skills. Strategy's Expected Result/Impact: Sign ins, Agendas, Certificates of Completion Staff Responsible for Monitoring: Athletic Director, Principal, Deans, Department Chair	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				













Goal 5: Donna High School 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 12: Athletics: Students will compete in local, area, regional and state competitions in all individual and team sports.









Targeted or ESF High Priority

Evaluation Data Sources: Students and teams advancing to the various rounds of competition will be used for evaluation purposes.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide supplies, equipment, fees, meals, and travel for students to be successful in athletic courses and competitions for all sports, including basketball, volleyball, soccer, cheer, Teepee crew, etc. This is to include: athletic supplies, uniforms, sports equipment, competition fees, meals, travel and lodging, registration fees for students and staff, maintenance supplies, athletic facilities, software, etc.</p> <p>Strategy's Expected Result/Impact: student participation lists</p> <p>Staff Responsible for Monitoring: Athletic director cheer sponsor</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide funds to purchase supplies/ equipment for all sports, including services provided. Funding sources to include eligible grant funding such as Target Grant.</p> <p>Strategy's Expected Result/Impact: Student Participation list</p> <p>Staff Responsible for Monitoring: Athletic Director</p> <p>Funding Sources: - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide funds to purchase basket to present to opposing team at the onset of football game.</p> <p>Strategy's Expected Result/Impact: Student participation list</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide funds for all athletic & cheerleading staff to attend trainings/conferences to keep up to date with current UIL side by side rules, CPR/AED, Fitness Gram training, etc. .</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Student Rosters</p> <p>Staff Responsible for Monitoring: Athletic Director</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide funds for activities and ceremonies recognizing students for their achievements & provide opportunities for parents to attend special student recognition events, including Parent's Night.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in Sheets, participation lists</p> <p>Staff Responsible for Monitoring: Athletic Director</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: 18) Provide funds for the various athletics clubs/organizations, such as the Wrestling Club, Volleyball, & Girls' Soccer Program, to purchase fan shirts and allow opportunities for members to fundraise money for field trips, transportation, shirts, meals, and other incentives.</p> <p>Strategy's Expected Result/Impact: Rosters Invoices</p> <p>Staff Responsible for Monitoring: Campus Administration Coaches/Sponsors</p> <p>Funding Sources: Fan Shirts - Student Activity 865, Student Sweatshirts/Hoodies - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Allow for utilization of funds raised by student athletes to be disbursed for student assistance in emergency situations, such as deaths in the immediate family, house fires, etc.</p> <p>Staff Responsible for Monitoring: Administration Coaches/ club Sponsors</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Allow fundraising funds to be utilized for athletic promotion to include billboard ads and other advertisements.</p> <p>Staff Responsible for Monitoring: Administration Coaches</p> <p>Funding Sources: - Student Activity 865</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide funds for athletic trainers to attend pertinent & necessary trainings, conferences, & workshops to include transportation, meals, lodging, registration fees, etc.</p> <p>Strategy's Expected Result/Impact: Continuing Education Hours</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Athletic Director</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Donna High School 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: DLPAC: The Campus will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Evaluation Data Sources: CLPAC and DLPAC Sign In Sheets and Agendas

Summative Evaluation: Met Objective









Goal 6: Donna High School 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 Campus will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

Targeted or ESF High Priority

Evaluation Data Sources: Parent meeting sign in sheets and agendas.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide increased opportunities for parental involvement. Staff Responsible for Monitoring: Administration Staff	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Hire a Financial Aid Facilitator to ensure post-secondary readiness by focusing organizational efforts and aligning school resources to make certain that all students are college and career ready by assisting students and parents in completing and submitting applications for required assessments and applications for college admission, financial aid and scholarships, and other admission requirements. In coordination with the T-STEM, and counseling staff, encourage students toward post-secondary education admission, a relevant pathway to a career, or military service.

Evaluation Data Sources: TSI/ACT/SAT Testing calendar, Tutorials, Sign-in sheets, Meetings, College Applications, Financial Aid Night, College visits, Career Days,

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Announce, organize, and administer all required entrance exams including the TSI, ACT, & SAT. Announcing all admission windows and deadlines, financial aid, and scholarship availabilities and encouraging all qualified students toward post-secondary education. Search for scholarship possibilities via the Internet, community, organizations, and businesses. Collaborating with DISD Advanced Academics Department and other DISD High School Financial Aid Facilitators to coordinate and organize the District's College Night.</p> <p>Strategy's Expected Result/Impact: Increase the number of students taking the TSI/ACT/SAT. Scholarship opportunities Performing outreach through various speaking events in regards to Senior Parent Orientation Night / FAFSA Night</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Deans of Instruction</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Title IV 289</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	3			\$14,369.28
2	7	4	ExC-ELL Training		\$0.00
2	7	5	ABYDOS		\$0.00
2	7	7	STAAR EOC Tutorials		\$0.00
3	1	1	TSI Tutorials		\$0.00
3	4	1	ACT Tutorials		\$0.00
3	4	2	Advanced Placement Tutorials		\$0.00
3	11	4	AVID Summer Institute		\$0.00
5	8	10			\$0.00
Sub-Total					\$14,369.28
Budgeted Fund Source Amount					\$64,129.66
+/- Difference					\$49,760.38
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	ExC-ELL Training		\$0.00
2	7	5	ABYDOS		\$0.00
3	4	1	ACT Preparation Materials		\$0.00
3	4	2	Advanced Placement Materials		\$0.00
3	8	19			\$0.00
3	8	20			\$0.00
3	9	4	Instructional Materials to support instruction		\$0.00
3	11	4	AVID Summer Institute		\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$307,538.00
+/- Difference					\$307,538.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	5	Teacher/Admin Travel		\$0.00
2	7	7	STAAR EOC Tutorials		\$75,000.00
3	1	1	TSI Tutorials		\$0.00
3	4	1	ACTTutorials		\$0.00
3	4	2	Advanced Placement Tutorials		\$0.00
3	9	4	Instructional Materials to support instruction		\$0.00
3	11	4	AVID Summer Institute		\$0.00
5	8	1	Credit Retrieval		\$75,000.00
5	8	8		211.32.6499.00.001.24.0.00	\$3,750.00
Sub-Total					\$153,750.00
Budgeted Fund Source Amount					\$54,440.00
+/- Difference					-\$99,310.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	ExC-ELL Training		\$0.00
2	7	5	Lead4Ward Consultants		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,276.00
+/- Difference					\$12,276.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	ExC-ELL Training		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,454.00
+/- Difference					\$5,454.00
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	8	18			\$0.00
5	8	15			\$0.00
5	9	7			\$0.00

Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	12	2			\$0.00
5	12	6	Fan Shirts		\$0.00
5	12	6	Student Sweatshirts/Hoodies		\$0.00
5	12	8			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	9	3	Purchase of ACT Aspire exams, score reports, and labels.		\$0.00
3	11	5			\$0.00
5	2	4			\$28,000.00
6	3	1			\$0.00
Sub-Total					\$28,000.00
Budgeted Fund Source Amount					\$25,872.00
+/- Difference					-\$2,128.00
Grand Total Budgeted					\$479,709.66
Grand Total Spent					\$196,119.28
+/- Difference					\$283,590.38