

# Donna Independent School District

## District Improvement Plan

### 2022-2023



**Board Approval Date:** June 14, 2022

# Mission Statement

The mission of Donna Independent School District 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 Independent School District is all students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

## Strategic Plan Beliefs

### We believe

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

### Learner Profile

- Ambition
- Social and Emotional Skills
- Work Ethic
- Resilience
- Thinking Skills
- Communication Skills

## **Our Goals & Specific Results**

### **Goal 1: FOCUS ON STUDENT SUCCESS**

- 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations.
- 1.2 Develop interactive field experiences which complement classroom study and assist the development of cultural awareness.
- 1.3 Develop and implement student schedules that are student-centered and allow for academic excellence and extra-curricular participation.
- 1.4 Expand relevant opportunities, such as activities, clubs, organizations, and/or courses, at every campus to encourage and engage students and staff.
- 1.5 Implement a collaborative instructional model that integrates technology and provides hand-on experiences for all district stakeholders.

### **Goal 2: FOCUS ON FAMILY AND COMMUNITY ENGAGEMENT**

- 2.1 Evaluate family & Community engagement efforts and use evaluations for continuous improvement.
- 2.2 Develop staff skills with effective practices that support families in reinforcing their child's education.
- 2.3 Increase family participation in decision making.
- 2.4 Equip families with tools to enhance and extend family and child learning.
- 2.5 Facilitate family-to-family support.
- 2.6 Establish a network of community resources.

### **Goal 3: FOCUS ON OPERATION EXCELLENCE**

- 3.1 Implement a long-term facilities plan that provides learning facilities which are safe, modern, efficient and can evolve based on learning needs.
- 3.2 Improve facilities district-wide so they are modern, flexible spaces to create positive learning environments.
- 3.3 Create a comprehensive safety plan to ensure the safety and security of all students and staff.
- 3.4 Develop a plan that ensures state-of-the-art security systems, technology infrastructure, and overall district's needs.

### **Goal 4: FOCUS ON EMPLOYEES AND ORGANIZATIONAL EXCELLENCE**

- 4.1 Develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.
- 4.2 Provide opportunities to build students' and staffs' social and emotional capacity.
- 4.3 Implement fall and spring student, staff, and parent feedback surveys by campus.
- 4.4 Establish professional development and ongoing evaluations that build the capacity of staff and students.

### **Goal 5: FOCUS ON FINANCIAL STEWARDSHIP**

- 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based on the 5-year Strategic Plan.
- 5.2 Establish and implement an evaluation system that measures the effectiveness of resource allocations and the usage of equipment.

# Table of Contents

- Comprehensive Needs Assessment 5
  - Staff Quality, Recruitment, and Retention 5
- Priority Problem Statements 5
- Goals 6
  - Goal 1: Focus On Student Success 7
  - Goal 2: Focus on Family and Community Engagement 8
  - Goal 3: Focus On Operational Excellence 10
  - Goal 4: Focus On Employees And Organizational Excellence 13
  - Goal 5: Focus On Financial Stewardship 19
- District Funding Summary 21
- Policies, Procedures, and Requirements 26
- Addendums 27

# Comprehensive Needs Assessment

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Donna ISD Health Services /Nursing staff are medical professionals that strive to deliver compassionate and highly qualified healthcare to all students and employees at DISD. It is comprised of Registered nurses, Licensed Vocational nurses, and health aides.

The RNs are professional nurses, and the LVNs are paraprofessional staff, however they can do some of the duties that the RN can do. In order to keep LVNs at our schools, we must offer them a competitive salary. Many LVNs do not stay at DISD for a long time because of the pay rate.

Registered Nurses are equivalent to a teacher

Licensed Vocational Nurses are equivalent to an Instructional Aide

Health Aides (MA, CNA) are assistants

### Staff Quality, Recruitment, and Retention Strengths

Nursing staff will be receiving a Health Provider Stipend this coming school year. It is the Covid-19 Public Health Workforce Supplemental Funding Grant. It will be used to hire a new RN and also to give Retention Bonuses to all Nursing staff (RN, LVN, and Health aides). At the beginning of the covid 19 pandemic, coming to work was scary, overwhelming, and we were short staffed. Many students and staff, saw much illness and death. As school nurses and health care staff, we screened everyone entering a school to prevent the spread of covid. We checked for fever and symptoms covid and followed CDC and Hidalgo County Health & Human Services Dept. recommendations to keep our schools safe.

All Health Services staff are First Responders and many of the nursing staff volunteered to work at the covid vaccine clinics to administer covid vaccines to the community.

On the positive side it made the dept. strong and united.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In recent years, if an RN resigned instead of hiring another RN for the vacancy, HR hired an LVN to fill the vacancy. LVNs make about half of what an RN earns. The LVN will leave the district due to a better paying job. **Root Cause:** The school district's decision to replace the RN with an LVN as a School Nurse, was a way to save money. Then covid started and this dept. has struggled to cover many schools at the same time with less staff.

# Priority Problem Statements

# Goals

## Goal 1: Focus On Student Success





**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

- \*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
- \*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

### HB3 Goal

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from ___% to 100% by September 30, 2022.</p> <p><b>Staff Responsible for Monitoring:</b> District leadership, district directors and campus administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will meet once per six weeks on a Saturday to review curriculum resources and recommend adjustments and refinements. - Title II Teacher/Principal (255) - \$117,544, Summer Curriculum Updates: Content strategists will work on updating curriculum documents based on 23-24 calendar and district initiatives. - Title I (211) - 211.13.6118.00.933.24.0.CW - \$56,140, Locally Funded Instructional Programs: Istation (\$195,762.60), Edusmart (\$30,400), DBQ Online (\$3,000), STEMscopes (\$30,700), Quest (\$300) - Local (199) - 199.11.6399.XX.XXX.XX.X.XX - \$260,312.60, Federally Funded Instructional Software Programs: Imagine Math - Title I (211) - \$141,000, ESSER III Funded Instructional Resources: Quizziz (\$32,400), mClass Amplify TRC (\$22,115) - ESSER III (282) - \$54,515, ESSER Funded Professional Development: Amplify mClass Data Review for Leaders Professional Development (\$3,000), mClass Data-Informed Instructional Planning for Teachers (\$52,500) - ESSER III (282) - \$55,500</p>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from __% to __%, the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, district directors and strategists</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development Academic Vocabulary and Visual Stimuli: Seidlitz Education (\$28,000) - ESSER III (282) - \$51,200, Processing Tools Implementation Supplies ( Interactive Notebooks \$28,761) - ESSER III (282) - \$28,761</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, district leadership, directors and strategists.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at each campus through the implementation of structured protocols for instructional rounds and direct feedback. The number of campuses that have an identified and trained ILT will increase from 0% to 100% by the end of 2023. Additionally, ILTs at each campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Lead Teacher Stipends for Campus Instructional Leadership Teams - Title I (211) - \$122,000</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2: Focus on Family and Community Engagement**

**Performance Objective 1:** Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year until reaching 90%.





**Evaluation Data Sources:** Digital Communication rubric - included in the handbook  
 Family and Community Engagement Survey Checklist  
 Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop &amp; train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p><b>Funding Sources:</b> Digital Communication Manager Stipend - Local (199) - \$40,000, Marquee Software Installation - Local (199) - \$6,000, Marquee Graphics Software (WeVideo) - Local (199) - \$10,000, Laptops with additional graphics cards for DCM - Local (199) - \$36,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals</p> <p><b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration</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 2: Focus on Family and Community Engagement**

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





**Evaluation Data Sources:** Training invitations, sign in sheets and meeting/training agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Funding Sources:</b> Region 1 Training - Title I (211) - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Local (199) - \$2,000, - Title I (211) - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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: Focus On Operational Excellence**

**Performance Objective 1:** 3.1 Improve, upgrade and renovate 20-25% of the district's facilities by July 2023. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Operational Excellence Committee will send a survey to seek updated input from administrators in charge of respective facilities.  <b>Strategy's Expected Result/Impact:</b> Develop a long range 5-10 year plan to upgrade and/or maintain DISD facilities.  <b>Staff Responsible for Monitoring:</b> Asst. Superintendent for Business and Finance, Chief Operating Officer, Safety and Risk Department, Maintenance.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Operational Excellence Committee will review the DISD Facilities Survey and compare it to the TASB Facilities Report to identify projects.  <b>Strategy's Expected Result/Impact:</b> Compare survey to TASB study.  <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Operational Excellence Committee will prioritize projects via rubric.  <b>Strategy's Expected Result/Impact:</b> Prioritized plan based on needs.  <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a plan of action to address, improve, upgrade, and/or renovate projects based on resources available.  <b>Strategy's Expected Result/Impact:</b> 5 year plan to upgrade/improve district facilities.  <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> DISD will adhere to all local and federal procurement regulations to secure all necessary bids, board approvals etc.  <b>Strategy's Expected Result/Impact:</b> Secure proper procedures for purchases, etc.  <b>Staff Responsible for Monitoring:</b> Business and Finance staff - purchasing department.</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The Operational Excellence Committee will allocate funds to initiate and complete the plan of action for priority projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Allocated funding based on the 5 year plan.</p> <p><b>Staff Responsible for Monitoring:</b> Business and Finance Office.</p> <p><b>Funding Sources:</b> - Local (199) - \$5,000,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The Operational Excellence committee will conduct research on safe, modern, flexible and efficient facilities, correlate with the safety security audit and publish its findings.</p> <p><b>Strategy's Expected Result/Impact:</b> Data to ensure that proper planning is in order to secure safe, modern, flexible and efficient facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Operational Excellence Committee.</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: Focus On Operational Excellence**

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





**Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Donna ISD custodial department will ensure janitorial supplies are readily available for campuses to clean and disinfect campus buildings to provide a safe learning environment.  <b>Strategy's Expected Result/Impact:</b> Clean and safe buildings  <b>Staff Responsible for Monitoring:</b> DISD custodial department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Donna ISD's Child Nutrition Department will establish a quality assurance protocols that ensures daily kitchen operations are clean, safe, compliant, and are providing meals that meet/exceed basic federal mandates while being appealing for students to ensure successful learning outcomes.  <b>Strategy's Expected Result/Impact:</b> Meet/Exceed Federal, State, Local Health/Nutrition Guidelines &amp; Mandates; Have safe &amp; secure kitchens  <b>Staff Responsible for Monitoring:</b> Donna ISD CNP staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Donna ISD will ensure to monitor all work orders to the maintenance department and ensure work orders are done in a timely manner to ensure safe conducive learning environments throughout the district.  <b>Strategy's Expected Result/Impact:</b> Execution of work orders  <b>Staff Responsible for Monitoring:</b> COO and Maintenance supervisor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Donna ISD will monitor all bus routes, hire drivers and add routes as needed to ensure all students are provided with proper/safe transportation to and from school.  <b>Strategy's Expected Result/Impact:</b> Transportation  <b>Staff Responsible for Monitoring:</b> COO and Transportation Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 4.1(1): Identify and offer professional development opportunities to district and campus staff that support our board goals and overall organizational health.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Leadership, Educational Services, Business &amp; Finance, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.</p> <p><b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 4.1(3): Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p><b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Leadership, Educational Services, Business &amp; Finance, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** District Professional Development, Surveys, Employee Handbook, District Initiatives, Monthly Gatherings, Data Trackers, Evaluation System





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

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







Strategy 5 Details	Reviews			
<p><b>Strategy 5: 4.2A Students (5):</b> Provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making).</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Classroom Teachers, Physical Education Teachers, Nurses, Police Officers]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Athletic Director, PE Strategist, Health Services Director, Nutrition Director, Chief of Police, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6: 4.2A Students (6):</b> Provide teachers and campus staff Social Emotional Learning (SEL) psychoeducation on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making).</p> <p>[Staff Responsible for Implementation: Counselors, LPCs]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7: 4.2A Students (7):</b> Provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively (conflict resolution, building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention activities related to substance abuse, suicide, bullying, violence; postsecondary planning &amp; career readiness). 80% of students in grade PK-12 will participate in the program.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Capturing Kids' Hearts, Zones of Regulation]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Communities in Schools (CIS), Teachers, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Funding Sources:</b> Nearpod SEL Program - ESSER III (282) - \$17,577</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8: 4.2A Students (8):</b> Provide parents Social Emotional Learning (SEL) psychoeducation on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention education related to substance abuse, suicide, bullying, violence; postsecondary planning &amp; career readiness).</p> <p>[Staff Responsible for Implementation: Counselors, LPCs]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9: 4.2B Staff (9):</b> Provide employee's individualized counseling sessions through the Employee Assistance Program (EAP).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase productivity and engagement, improve employee retention and satisfaction, encourage a positive work environment, and reduce the cost associated with employee turnover.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Benefits &amp; Risk Management</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 4.2B Staff (10): Provide support to address our employees' social and emotional well-being by hiring a LPC.  <b>Strategy's Expected Result/Impact:</b> Support staff in need, address mental health and physical health needs, and many other challenges that can have an adverse effect on the employee.  <b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.  <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits &amp; Risk Management  <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits &amp; Risk Management, Campus Administration, Health Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 5: Focus On Financial Stewardship**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.</p> <p><b>Staff Responsible for Monitoring:</b> Goal Committee</p> <p><b>Funding Sources:</b> Items for departments such as or not limited to incentives - Local (199) - \$5,000</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: Focus On Financial Stewardship**

**Performance Objective 2: Maintain an "A" rating in the F.I.R.S.T.**

**Evaluation Data Sources:** Annual Audit

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts.</p> <p><b>Strategy's Expected Result/Impact:</b> All departments will be in compliance with EDGAR and all regulations.</p> <p><b>Staff Responsible for Monitoring:</b> Department Directors</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund-Fund Balance remains in unassigned classification.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining a healthy Fund Balance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Business and Finance</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>				

# District Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$40,000.00
<b>+/- Difference</b>					\$40,000.00
State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,200,000.00
<b>+/- Difference</b>					\$9,200,000.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$470,482.00
<b>+/- Difference</b>					\$470,482.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Locally Funded Instructional Programs: Istation (\$195,762.60), Edusmart (\$30,400), DBQ Online (\$3,000), STEMscopes (\$30,700), Quest (\$300)	199.11.6399.XX.XXX.XX.X.XX	\$260,312.60
2	1	1	Laptops with additional graphics cards for DCM		\$36,000.00
2	1	1	Digital Communication Manager Stipend		\$40,000.00
2	1	1	Marquee Graphics Software (WeVideo)		\$10,000.00
2	1	1	Marquee Software Installation		\$6,000.00
2	2	3			\$2,000.00
3	1	6			\$5,000,000.00
5	1	1	Items for departments such as or not limited to incentives		\$5,000.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$5,359,312.60
<b>Budgeted Fund Source Amount</b>					\$71,684,588.00
<b>+/- Difference</b>					\$66,325,275.40
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Federally Funded Instructional Software Programs: Imagine Math		\$141,000.00
1	1	1	Summer Curriculum Updates: Content strategists will work on updating curriculum documents based on 23-24 calendar and district initiatives.	211.13.6118.00.933.24.0.CW	\$56,140.00
1	1	4	Lead Teacher Stipends for Campus Instructional Leadership Teams		\$122,000.00
2	2	2	Region 1 Training		\$1,500.00
2	2	3			\$1,000.00
<b>Sub-Total</b>					\$321,640.00
<b>Budgeted Fund Source Amount</b>					\$9,741,123.00
<b>+/- Difference</b>					\$9,419,483.00
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,456,032.00
<b>+/- Difference</b>					\$1,456,032.00
IDEA (224)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,637,346.00
<b>+/- Difference</b>					\$2,637,346.00
Perkins (244)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00

Perkins (244)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$301,176.00
<b>+/- Difference</b>					\$301,176.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will meet once per six weeks on a Saturday to review curriculum resources and recommend adjustments and refinements.		\$117,544.00
<b>Sub-Total</b>					\$117,544.00
<b>Budgeted Fund Source Amount</b>					\$862,438.00
<b>+/- Difference</b>					\$744,894.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$689,223.00
<b>+/- Difference</b>					\$689,223.00
Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$365,763.00
<b>+/- Difference</b>					\$365,763.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$716,299.00
<b>+/- Difference</b>					\$716,299.00



225 Idea B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$62,998.00
<b>+/- Difference</b>					\$62,998.00
School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$342,080.00
<b>+/- Difference</b>					\$342,080.00
School Safety Grant 429					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$107,000.00
<b>+/- Difference</b>					\$107,000.00
Instructional Continuity Grant 276					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$35,000.00
<b>+/- Difference</b>					\$35,000.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Funded Professional Development: Amplify mClass Data Review for Leaders Professional Development (\$3,000), mClass Data-Informed Instructional Planning for Teachers (\$52,500)		\$55,500.00
1	1	1	ESSER III Funded Instructional Resources: Quizziz (\$32,400), mClass Amplify TRC (\$22,115)		\$54,515.00
1	1	2	Professional Development Academic Vocabulary and Visual Stimuli: Seidlitz Education (\$28,000)		\$51,200.00

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Processing Tools Implementation Supplies ( Interactive Notebooks \$28,761)		\$28,761.00
4	2	7	Nearpod SEL Program		\$17,577.00
<b>Sub-Total</b>					\$207,553.00
<b>Budgeted Fund Source Amount</b>					\$75,676,784.00
<b>+/- Difference</b>					\$75,469,231.00
ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$33,685,275.00
<b>+/- Difference</b>					\$33,685,275.00
<b>Grand Total Budgeted</b>					\$208,073,607.00
<b>Grand Total Spent</b>					\$6,006,049.60
<b>+/- Difference</b>					\$202,067,557.40

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Dr. Melanie Ballardo/Javier Villanueva		Griselda Alvarez	8/2/2022
Decision-Making and Planning Policy Evaluation	Rashad Rana		Griselda Alvarez	8/2/2022
Dropout Prevention	Velma Rangel		Griselda Alvarez	8/3/2022
Dyslexia Treatment Program	Dr. Diana Villanueva		Griselda Alvarez	8/3/2022
Title I, Part C Migrant	Rashad Rana		Griselda Alvarez	8/2/2022
Pregnancy Related Services	Sylvia Cardenas		Griselda Alvarez	8/3/2022
Post-Secondary Preparedness	Janie Franco		Griselda Alvarez	8/2/2022
Recruiting Teachers and Paraprofessionals	Adela Troncoso		Griselda Alvarez	8/3/2022
Sexual Abuse and Maltreatment of Children	Dr. Melanie Ballardo/Adela Troncoso		Griselda Alvarez	8/2/2022
Student Welfare: Crisis Intervention Programs and Training	Dr. Melanie Ballardo/Adela Troncoso/David Mosqueda		Griselda Alvarez	8/2/2022
Student Welfare: Discipline/Conflict/Violence Management	Dr. Melanie Ballardo/Javier Villanueva		Griselda Alvarez	8/3/2022
Texas Behavior Support Initiative (TBSI)	Dr. Diana Villanueva		Griselda Alvarez	8/3/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Laura Hernandez		Griselda Alvarez	8/2/2022

# Addendums

## DISTRICT IMPROVEMENT PLAN CHECKLIST

### **General Requirements (TEC)**

- **Each local educational agency (LEA) must have an improvement plan that is developed, evaluated, and revised annually, in accordance with the LEA policy, by the superintendent with the assistance of the district-level planning and decision-making committee.**
- The purpose of the district improvement plan is to guide the LEA and campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to the achievement indicators.
- The district improvement plan must include provisions for:
  - A comprehensive needs assessment addressing the LEA's student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the LEA, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs;
  - Measurable LEA performance objectives for all appropriate achievement measures for all student populations, including students in special education programs, and other measures of student performance that may be identified through the comprehensive needs assessment;
  - Strategies for improvement of performance that include:
    - Instructional methods for addressing the needs of student groups not achieving their full potential;
    - Evidence-based practices that address the needs of students for special programs, including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;
    - Dropout reduction;
    - Integration of technology in instructional and administrative programs;
    - Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;
    - Staff development for professional staff of the LEA;
    - Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
    - Accelerated education
  - Implementation of a comprehensive school counseling program that include:
    - Discipline management including unwanted physical or verbal aggression and sexual harassment
    - Dating violence
    - Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training
  - Strategies for providing to elementary school, middle school, junior high school, and high school students, teachers and school counselors, and parents information about:

- Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the Toward Excellence Access and Success Grant Program and the Teach for Texas Grant Program;
    - Sources of information on higher education admissions and financial aid;
  - Resources needed to implement identified strategies;
  - Staff responsible for ensuring the accomplishment of each strategy;
  - Timelines for ongoing monitoring of the implementation of each improvement strategy;
  - Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of performance;
  - The policy addressing sexual abuse and other maltreatment of students; and
  - The trauma-informed care policy.
  - Duties of peace officers, school resource officers, and security officers
- **Bullying Policy:** The LEA's freedom from bullying policy and procedures must be included annually in the LEA improvement plan. [TEC 37.0832]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. The policy and procedures can be found in the school LEA's board policy FFI (Legal) and FFI (Local). Plan4Learning recommends attaching these two policies as addendums to the LEA plan.
  - At least every two years, each LEA must evaluate the effectiveness of decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.
  - Each district-level committee must hold at least one public meeting per year after receipt of the annual LEA performance report from the Texas Education Agency (TEA) for the purpose of discussing the performance of the LEA and its performance objectives.
  - Policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the district-level committee.
  - A superintendent must regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the LEA educational program.
- All districts receiving federal funds must adopt the following **No Child Left Behind (NCLB)** goals:
- Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - Performance Goal 3: All students will be taught by highly qualified teachers.
  - Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
  - Performance Goal 5: All students will graduate from high school.
- The goals should be reflected in the campus plans, as appropriate.*

	<p><b>Needs Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each CIP includes a comprehensive needs assessment addressing district student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.</li> <li>• Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (State Assessment)</li> <li>• Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.</li> <li>• The results must be disaggregated with respect to the performance of all student groups served, including the following categories: <ul style="list-style-type: none"> <li>• ethnicity</li> <li>• socioeconomic status</li> <li>• gender</li> <li>• populations served by special programs, including students in special education programs</li> </ul> </li> <li>• Each campus-level planning and decision-making committee for a junior, middle, or high school campus shall analyze information related to dropout prevention.</li> </ul> <p><b>(Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)</b></p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
	<p><b>Long Range Goals/Campus Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• The board of trustees shall annually approve the goals and campus performance objectives and shall ensure that campus improvement plans, at a minimum, support the state goals (TEKS) and objectives under Chapter 4.</li> <li>• The CIP should include measurable performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment.</li> </ul>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>



	<ul style="list-style-type: none"> <li>• The CIP must include goals and methods for violence prevention and intervention on campus.</li> <li>• If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:             <ol style="list-style-type: none"> <li>a) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;</li> <li>b) student academic performance data;</li> <li>c) student attendance rates;</li> <li>d) the percentage of students who are educationally disadvantaged;</li> <li>e) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and</li> <li>f) any other indicator recommended by the local school health advisory council.</li> </ol> </li> </ul>	
	<p><b>Performance Objectives:</b> Each CIP must set the campus performance objectives based on the The Texas Academic Performance Reports (TAPR), including objectives for special needs students (special populations) (include dropout and attendance).</p> <p>Performance objectives are included for at-risk students served through the State Compensatory Education program.</p>	<p> <input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident         </p> <p>Comments/Recommendations:</p>
	<p><b>Strategies and Activities:</b></p> <p>Each CIP must</p> <ul style="list-style-type: none"> <li>▪ identify how the campus goals will be met for each student;</li> <li>▪ identify staff needed to implement the plan; and</li> <li>▪ set timelines for reaching the goal.</li> </ul> <p>The CIP must also include strategies for improvement of student performance that include:</p>	<p> <input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident         </p> <p>Comments/Recommendations:</p>





	<ul style="list-style-type: none"> <li>a. instructional methods for addressing the needs of student groups not achieving their full potential;</li> <li>b. methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;</li> <li>c. dropout reduction;</li> <li>d. integration of technology in instructional and administrative programs;</li> <li>e. discipline management;</li> <li>f. staff development for professional staff of the district;</li> <li>g. career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and</li> <li>h. accelerated education.</li> </ul>	
	<p>Each CIP should include strategies that:</p> <ul style="list-style-type: none"> <li>▪ provide opportunities for all students to meet the state performance standards (State Assessments)</li> <li>▪ are based on effective means of improving student achievement and use instructional strategies that <ul style="list-style-type: none"> <li>– increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs)</li> <li>– provide enriched and accelerated curriculum</li> <li>– include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and</li> <li>– address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and</li> <li>– the integration of vocational and technical education programs.</li> </ul> </li> <li>☐ 10 Schoolwide Components Included, if a Title I, Part A Schoolwide Campus <ul style="list-style-type: none"> <li>☐ Comprehensive needs assessment</li> <li>☐ Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based</li> <li>☐ Instruction by Highly Qualified Teachers</li> </ul> </li> </ul>	<p> <input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident </p> <p>Comments/Recommendations:</p>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> High quality and ongoing professional development for teachers, principals, and paraprofessionals</li> <li><input type="checkbox"/> Strategies to attract highly qualified</li> <li><input type="checkbox"/> Strategies to increase parental involvement</li> <li><input type="checkbox"/> Transition to different grade levels and schools (preschool in statute)</li> <li><input type="checkbox"/> Involvement of teachers in testing decisions beyond state</li> <li><input type="checkbox"/> Effective and timely assistance to students (monitor student mastery)</li> <li><input type="checkbox"/> Coordination and integration of federal, state and local services and programs</li> <li><input type="checkbox"/> 8 Targeted Assistance Components Included, if a Title I, Part A Targeted Assistance Campus <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehensive needs assessment</li> <li><input type="checkbox"/> Strategies for meeting state performance standards</li> <li><input type="checkbox"/> Teaching by highly qualified staff</li> <li><input type="checkbox"/> Professional development</li> <li><input type="checkbox"/> Increasing parent involvement</li> <li><input type="checkbox"/> Transition to different grade levels and schools (preschool in statute)</li> <li><input type="checkbox"/> Involvement of teachers in testing decisions beyond state</li> <li><input type="checkbox"/> Monitoring student progress and providing additional assistance</li> </ul> </li> </ul>	
	<p><b>Instruction by Highly Qualified Teachers and Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools.</b> Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).</p>	<p>__ Clearly Evident  __ Somewhat Evident  __ Not Evident</p> <p>Comments/Recommendations:</p>
	<p><b>Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS/STAAR):</b> Activities should include</p> <ul style="list-style-type: none"> <li>▪ measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance</li> </ul>	<p>__ Clearly Evident  __ Somewhat Evident  __ Not Evident</p> <p>Comments/Recommendations:</p>



	<ul style="list-style-type: none"> <li>▪ staff development for teachers related to identification of learning and academic difficulties</li> <li>▪ teacher/parent conferences to discuss <ul style="list-style-type: none"> <li>– what the school will do to help the student meet the standards</li> <li>– what the parents can do to help the student’s performance, and</li> <li>– additional assistance at the school or elsewhere in the community.</li> </ul> </li> </ul>	
	<p><b>Staff Development:</b> The SBDM committee must decide approve staff development.</p> <p><b>Professional Development:</b> Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.</p>	<p>__ Clearly Evident  __ Somewhat Evident  __ Not Evident</p> <p>Comments/Recommendations:</p>
	<p><b>Resource Allocation:</b> Each CIP must determine the resources needed to implement the plan.</p> <p><b>Resource Allocation:</b> The schoolwide CIP must list all federal, state, and local programs that are included in the schoolwide program and describe how the school will use resources from Title I with other resources to implement all the CIP components.</p> <p><b>Coordination and Integration of Federal, State, and Local Services and Programs:</b> Each CIP must identify how programs and services are integrated at the campus.</p> <p>For SCE, add funding amounts and FTEs, where appropriate.</p>	<p>__ Clearly Evident  __ Somewhat Evident  __ Not Evident</p> <p>Comments/Recommendations:</p>
	<p><b>Evaluation:</b> Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures.</p>	<p>__ Clearly Evident  __ Somewhat Evident  __ Not Evident</p> <p>Comments/Recommendations:</p>



**Evaluation:** Student assessment in at least reading and mathematics must be included. This assessment will be the primary means of determining the yearly performance of each campus.  
The schoolwide CIP must address how the school will determine if student needs have been met.

**Notes / Other Considerations:**

- The Title I Schoolwide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:
  - The intent to combine the fund sources;
  - The size and scope of the SCE budget; and
  - FTEs funded from SCE.The information may be provided either in the “Resource” column or via a preface or an appendix page.
- Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, Career and Technical Education, Gifted and Talented, etc.
- Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.
- Title III, Part A includes strategies/activities to address progress for recent immigrants and English Language Learners. Ideally, this should include coordination with the Bilingual/ESL program.
- Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.
- Drug and Violence Prevention Requirements:
  - Suicide Prevention
  - Conflict Resolution
  - Discipline Management/Program
  - Violence Prevention and Intervention
  - Harassment and Dating Violence Beginning at 6<sup>th</sup> Grade
- Special Education –Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).
- Migrant Project Districts must include the following areas of focus:
  - \_\_\_ Identification and Recruitment
  - \_\_\_ New Generation System (NGS)
  - \_\_\_ Early Childhood Education

- \_\_\_ Parental Involvement
- \_\_\_ Graduation Enhancement
- \_\_\_ Secondary Credit Exchange and Accrual
- \_\_\_ Migrant Services Coordination

*These areas should be included within the plan, where appropriate, with an obvious connection to the Migrant Education Program. Disaggregation of Migrant student data must be available at the district level, and the DIP must clearly address the instructional interventions designed specifically for MEP students as a result of the data analysis.*



## **Donna Independent School District**

### **PARENT AND FAMILY ENGAGEMENT POLICY**

#### **Statement of Purpose/Rationale:**

It is the intent of Donna ISD to provide all students with the necessary resources to ensure a quality education. We recognize that the parents play an important role in their children's educational success; therefore, Donna I.S.D. will nurture established relationships with parents/caregivers and community stakeholders. Furthermore, the district will involve parents/caregiver in all aspects of the various local, state, and federal programs offered in Donna I.S.D. Information will be provided to parents in person, as necessary, or in a virtual meeting to ensure the safety of all stakeholders.

**Process: Donna Independent School District** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1116 of the ESSA:

1. The District will hold district-wide parental involvement meetings where parents will be given opportunities for input and distribute Title I policy requirements.
2. District will establish a Title I Parent Advisory Committee that will be involved in the development/review of the district parental involvement policies and will provide input in the parental Involvement plan.
3. The Policy will be shared with the Title I Parent Advisory Committee for approval.
4. The Policy will be disseminated to parents throughout the year by a variety of means (handbook, website, handouts, etc.).
5. The policy will be jointly developed, agreed upon and updated /revised as needed with parent input (in person or virtual meeting).

**Policy: Donna Independent School District** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

1. Parents and community members will be involved in the District Level Planning and Advisory Committee (DLPAC);
2. Hold an annual meeting of participating parents to explain Title I Program requirements, updates and applications.
3. Offer a flexible number of parental meetings and explain:
  - a. School performance profiles (STAAR/EOC)
  - b. The school's curriculum and how to monitor a child's progress
  - c. Parental Involvement Policy/Procedures
4. Develop a process to provide timely responses to parents' suggestions via needs assessments, surveys, and questionnaires to address barriers, improve the communication between school and home, and design strategies to increase the engagement of parents in their child's education.
5. Provide coordination, technical assistance, and other support necessary to assist participating schools to plan and implement effective parent involvement activities and improve student academic achievement (virtual meetings/trainings).
6. Conduct an annual evaluation of the parental policy with parents to address areas of need. Policy Evaluation Tool will be used to evaluate policy and make changes and/or design strategies as necessary.

**School Parent Compact:**

1. Each campus will jointly develop, with parent input, a School-Parent Compact that will build a strong partnership with school, parents, and students to improve students' achievement.
2. Schedule teacher-parent conferences/ meetings to explain the School Parent Compact. (Parent conference must be held at the elementary level) (in person or virtual meeting).
3. Each campus will annually review and revise the School-Parent Compact at with parent input.

**Building Capacity for Involvement:**

1. The district and campuses will provide training for staff that will help them work more effectively with parents.
2. The district will develop a partnership with school, home, and community to encourage parents to participate in school related activities (e.g. meetings, conferences, committees, volunteers, etc.)
3. Coordinate and integrate parental involvement programs and activities with Head Start and other public preschool programs, and conduct other programs such as parent resource centers.
4. Provide training for parents focused on reading and strategies to assist students by:
  - A. Increasing the quality of reading at home and school.
  - B. Learning more about child development and language development strategies.
  - C. Increasing parent awareness of college opportunities for children.

**Accessibility:**

1. Provide opportunities for participation of parents with limited English proficiency by disseminating information in the language spoken at home.
2. Provide opportunities for parents with disabilities by communicating information in an appropriate medium.
3. Provide opportunities and encourage parents to participate in a variety of school related activities and events (in person or virtual meeting).
4. Provide a variety of training opportunities for parents focusing on reading development and strategies to assist children succeed in school in order to:
  - A. Improve the quality of reading at home and school.
  - B. To learn the quality of reading in the early childhood-birth to 4 years.
  - C. Provide monthly district Parent Learning Academies for parents (in person or virtual meeting) that focus on a variety of topics throughout the year. Meetings will be accessible to all parents in English and Spanish.



## **Donna Independent School District**

### **POLIZA DE PARTICIPACIÓN DE LOS PADRES**

#### **Declaración de propósito / Justificación:**

El propósito del Distrito Escolar de Donna es proporcionar a todos los estudiantes los recursos necesarios para garantizar una educación de calidad. Reconocemos que los padres toman un lugar importante en el éxito educativo de sus hijos; por lo tanto, el Distrito Escolar de Donna fomentará las relaciones establecidas con los padres y las partes interesadas de la comunidad. Además, el distrito involucrará a los padres en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en el Distrito Escolar de Donna. Se proporcionará información a los padres en persona, según sea necesario, o en una reunión virtual para garantizar la seguridad de todos los interesados.

**Proceso:** El Distrito Escolar de Donna tomará las siguientes medidas para involucrar a los padres en el desarrollo de su plan de participación de padres del distrito bajo la sección 1116 de la ESSA:

1. El Distrito llevará a cabo reuniones de participación de padres del distrito donde los padres tendrán la oportunidad de aportar y distribuir los requisitos de la póliza del Título I.
2. El distrito establecerá un Comité de Padres del Título I que participará en el desarrollo / revisión de la póliza de participación de los padres del distrito y proporcionará información sobre el plan de participación de los padres.
3. La póliza se compartirá con el Comité de Padres del Título I para su aprobación.
4. La póliza será compartida con los padres durante del año por diversos medios (manual, sitio web, folletos, etc.).
5. La póliza será desarrollada conjuntamente, acordada y actualizada / revisada según sea necesario con la contribución de los padres (reunión presencial o virtual).

**Póliza:** El Distrito Escolar de Donna tomará las siguientes medidas para involucrar a los padres en el proceso de revisión y mejora de la escuela bajo la sección 1116 de la ESSA:

1. Los padres y los miembros de la comunidad participarán en el Comité Consultivo de Planificación y Asesoramiento del Distrito (DLPAC);
2. Tendrá una junta anual con los padres para explicar los requisitos y nuevas leyes del programa Título 1.
3. Ofrecerá un número flexible de juntas y explicará:
  - A. Los perfiles de desempeño escolar (STARR/EOC)
  - B. El plan de estudios de la escuela y cómo monitorear el progreso de los niños
  - C. Pólizas y Procedimientos
4. Desarrollar un proceso para proporcionar respuestas oportunas a las sugerencias de los padres a través de evaluaciones de necesidades, encuestas y cuestionarios para abordar las barreras, mejorar la comunicación entre la escuela y el hogar y diseñar estrategias para aumentar la participación de los padres en la educación de sus hijos.
5. Proporcionar coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes a planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes (reunión presencial o virtual).
6. Realizar una evaluación anual de la póliza con los padres para abordar las áreas de necesidad. La forma de evaluación de pólizas se utilizará para evaluar las pólizas y realizar cambios y / o diseñar estrategias según sea necesario.



**Compromiso entre la Escuela y los Padres:**

1. Cada escuela desarrollara, en conjunto con los padres, un pacto entre la escuela y los padres que construya un fuerte compañerismo entre escuela, padres y estudiantes para mejorar el progreso del estudiante.
2. Programar juntas entre maestros y padres para explicar el pacto entre padres y escuela. (La conferencia con los padres debe realizarse en el nivel de primaria) (en persona o reunión virtual).
3. Cada escuela revisará anualmente el pacto entre la escuela y los padres y proveerá la oportunidad para comentarios de los padres.

**Desarrollo de capacidades para la participación de los padres:**

1. El distrito y cada escuela proporcionará entrenamiento para el personal que los ayudará a trabajar de manera más eficaz con los padres.
2. El distrito desarrollará una sociedad entre la escuela, hogar y la comunidad.
3. Animar a los padres a participar en actividades relacionadas con la escuela (juntas, conferencias, comités, ser voluntario, etc.)
4. Coordinar e integrar los programas de participación de padres con Head Start y otros programas preescolares públicos, y llevar a cabo otros programas, tales como los centros de padres.
5. Proporcionar entrenamientos enfocado en la lectura.
  - A. Incrementar la cualidad de lectura en la escuela o en casa.
  - B. Aprender más sobre el desarrollo infantil.
  - C. Aumentar la conciencia de los padres de las oportunidades de la universidad para los alumnos.

**Accesibilidad:**

1. Proporcionar oportunidades para la participación de los padres con dominio limitado del Inglés en la difusión de información en el idioma que se habla en casa.
2. Proporcionar oportunidades para que los padres con discapacidad mediante la comunicación de información en un medio apropiado.
3. Animar a los padres a participar en una variedad de actividades relacionadas con la escuela (en persona o reunión virtual).
4. Proporcionar una variedad de oportunidades de capacitación para los padres en el desarrollo de la lectura y las estrategias para ayudar a los niños a tener éxito en la escuela con el fin de:
  - A. Mejorar la calidad de la lectura en el hogar y la escuela.
  - B. Para conocer la calidad de la lectura en la primera infancia - nacimiento hasta los 4 años.
  - C. Proporcionar Academias de Aprendizaje para Padres del distrito (en persona o reunión virtual) que se centran en una variedad de temas durante todo el año. Las reuniones serán accesible a todos los padres en inglés y español.





"THE DISTRICT"

# Donna Independent School District

"THE DISTRICT"

## PARENT NOTICE

### BOARD OF TRUSTEES

**David De Los Rios**  
President

**Jose L. Valdez**  
Vice-President

**Fernando Castillo**  
Secretary

### Members

Lt (Col.) Robert Perez  
Jose Rogelio Reyna Jr.  
Dr. Maricela Valdez  
Eva Castillo Watts

### ADMINISTRATION

**Angela Dominguez**  
Superintendent of  
Schools

**Adela G. Troncoso**  
Assistant Superintendent  
for Human Resources

**Dr. Debra A. Campbell**  
Assistant Superintendent  
for Secondary Leadership

**Rebecca Castaneda**  
Assistant Superintendent  
for Elementary  
Leadership

**Rashad J. Rana**  
Assistant Superintendent  
for Educational Services

**Alfonso Perez**  
Assistant Superintendent  
for Business and Finance

Dear Parent or Guardian:

Federal law requires that parents be notified if their child is assigned a teacher for four or more consecutive weeks who does not meet applicable state certification or licensure requirements at the grade level or subject area assigned. Consequently, I am taking this opportunity to inform you that your child's (subject or grade) (teacher or substitute teacher) does not currently have the appropriate credentials for the assignment.

Although your child's teacher does not have the appropriate credential, we do believe that (teacher's name) is qualified to teach in this assignment. **May include the following sentence(s) if applicable:** (Teacher's name) is currently certified in (grade/subject) and (grade/subject) under the laws of the state of Texas (or specify other job-related credentials).

Our staffing decisions are made to provide the best qualified person available for each class. In addition, the campus administrator will be evaluating each teacher's performance in the classroom to ensure that your child receives quality instruction.

### ***Optional for substitute assignments:***

We expect this teaching assignment to continue until your child's regular classroom teacher returns from a leave of absence.

If you have any questions regarding your child's teacher assignment, please feel free to call (designated contact person and phone number).

Sincerely,

Superintendent

**Donna Independent School District**  
**2022-2023**  
**Translation Procedure**

**Purpose:**

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

**Types of Translation Available:**

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

**Data Used to Determine Translation Needs:**

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

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

**Documents/Information to be Translated:**

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

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

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

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

**Monitoring:**

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