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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Donna ISD Health Services /Nursing staff are medical professionals that strive to deliver compassinate 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.

Regisered Nurses are equivalent to a teacher

Licensed Vovsational Nurses are equivalent to an Instructinal Aide

Health Aides (MA, CNA) are assistants

Staff Quality, Recruitment, and Retention Strengths

Nursing staff will be receiving a Health Provider Stipend this comming 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, overwlming, 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 14, 2022

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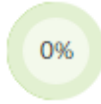
Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

*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			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 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. **Staff Responsible for Monitoring:** District leadership, district directors and campus administration **Results Driven Accountability** **Funding Sources:** 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, State Bilingual Education Allotment - Bilingual (162) - $190,000, District Wide (PR) - Title I (211) - $26,315.38, Frogstreet PreK-3 Curriculum Kits - State Comp.(164) - $13,800, MyOn - Title I (211) - State Comp.(164) - $110,000, GT Student Supplies - GT (168) - 168.11.6399.00.903.21.0.00 - $5,300, Sutudent Tuition Non-Public Schools: DHS - Local (199) - 199.11.6223.00.920.31.0.DH - $52,500, Student Tuition Non-Public Schools: DNHS - Local (199) - 199.11.6223.00.920.31.0.DN - $52,500, Region One / Renaissance Accelerated Reader - ESSER III (282) - $107,194.75, BOTB - Local (199) - $4,400, Test Hound-Testing Dept. - Local (199) - $14,367.10, Heggerty Phonics - ESSER III (282) - $93,820.95, Pay dues for Spelling Bee Scripps - Local (199) - 199.36.6495.00.890.99.0.SB - $2,983, TELPAS Breakdown and Planning - Local (199) - $3,000, Spelling Bee Supplies - Local (199) - 199.36.6399.00.890.99.0.SB - $200, Testing materials for Special Education - 284 IDEA ARP - $10,000, Bilingual Classroom Library Exemplar - Local (199) - $510, Data Evaluation - Eduphoira - ESSER III (282) - $74,192, Federally Funded Instructional Software Programs: STEMscopes and Edusmart - ESSER III (282) - 282.11.6399.SW.890.11.0.LL - $41,305.25, Office supplies for Adavanced Academics - Local (199) - 199.21.6399.00.920.99.0.00 - $1,486, AP Instructional Resources - Title IV 289 - 289.11.6399.00.920.11.0.00 - $20,000, ValidateMe! Transcript Analysis - Bilingual (162) - $30,000, CogAT GT student testing licenses - GT (168) - 168.11.6339.00.903.21.0.00 - $9,000, Texas Assessment Conference - Local (199) - 199.21 - $1,200, Office supplies for departments - Local (199) - $10,000, ACES Trophies - Local (199) - 199.36.6498.00.881.99.0.00 - $3,542.10, Spelling Bee Trophies - Local (199) - 199.36.6498.00.890.99.0.SB - $350, SWANK - ESSER III (282) - $4,452, JJAEP - Local (199) - $130,000, Spelling Bee Misc. - Local (199) - 199.36.6499.00.890.99.0.SB - $329	65%			

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% 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. **Staff Responsible for Monitoring:** Campus administration, district directors and strategists **Results Driven Accountability** **Funding Sources:** 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, HB3 Reading Academies (Region One) - Title I (211) - $40,000, Materials and Manipulatives for hands-on instruction and reinforcement building academic vocabulary and provide additional visual stimulus and interaction with content (PLTW kits, LEGO kits, and other manipulatives for STEM electives) - Title IV 289 - $29,659, SuccessED used EB documentation that will assist teachers target student's individual needs. - Bilingual (162) - $38,134.50, SuccessED used for IEPs that will assist teachers target student's individual needs. - State Special Ed. (165) - $21,000, SuccessED used to assist teachers target student's individual needs. - State Comp.(164) - $19,000, Instructional technology equipment needed for instructional reinforcement. - 284 IDEA ARP - $60,000, Content Area Span/Eng Reference Set - Local (199) - $826.32, iLit ELL - Title III (263) - $9,000, iLit ELL - Local (199) - $2,550, Academic Support dyslexia program materials - State Special Ed. (165) - $11,400	60%			

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Staff Responsible for Monitoring:** Campus administration, district leadership, directors and strategists.	50%	0%	0%	

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at 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. **Staff Responsible for Monitoring:** Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership **Results Driven Accountability** **Funding Sources:** Lead Teacher Stipends for Campus Instructional Leadership Teams - Title I (211) - $122,000 , Office Supplies - Local (199) - $1,900, Data Dashboard to gather data quickly for tracking students performance. - TCLASS 279 - 279 - $49,999, Technology and district software renewals and new ,cell phones, onion - Local (199) - $390,881.33	45%	0%	0%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Funding Sources:** 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	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Funding Sources:** Blackboard Communication - Title I (211) - $26,315.38, Food and Drinks for Donna North EB Academy Kickoff - Local (199) - $225	40%	0%	0%	

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration	15%			

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

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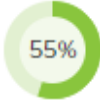
    Evaluation Data Sources: Training invitations, sign in sheets and meeting/training agendas

Strategy 1 Details		Reviews			

Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).
 	
   Strategy's Expected Result/Impact: Create strong connections between our school system and our community
   Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration
		Formative			**Summative**

		Sept	Dec	Mar	June
		0%			

Strategy 2 Details		Reviews			

Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)
 	
   Strategy's Expected Result/Impact: Create strong connections between our school system and our community
   Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration
 	
 Funding Sources: Region 1 Training - Title I (211) - $1,500, Blackboard - Title I (211) - $26,315.38
		Formative			**Summative**

		Sept	Dec	Mar	June
		0%			

Strategy 3 Details		Reviews			

Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)
   Strategy's Expected Result/Impact: Create strong connections between our school system and our community
   Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration
 	
 Funding Sources: - Local (199) - $2,000, - Title I (211) - $1,000
		Formative			**Summative**

		Sept	Dec	Mar	June
		0%			

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

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			
Strategy 1: The Operational Excellence Committee will send a survey to seek updated input from administrators in charge of respective facilities.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Develop a long range 5-10 year plan to upgrade and/or maintain DISD facilities. **Staff Responsible for Monitoring:** Asst. Superintendent for Business and Finance, Chief Operating Officer, Safety and Risk Department, Maintenance.	10%			

Strategy 2 Details	Reviews			
Strategy 2: The Operational Excellence Committee will review the DISD Facilities Survey and compare it to the TASB Facilities Report to identify projects.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Compare survey to TASB study. **Staff Responsible for Monitoring:** Operational Excellence Committee.	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: The Operational Excellence Committee will prioritize projects via rubric.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritized plan based on needs.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Operational Excellence Committee	60%			

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade, and/or renovate projects based on resources available.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5 year plan to upgrade/improve district facilities.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Operational Excellence Committee	35%			

Strategy 5 Details		Reviews			

Strategy 5: DISD will adhere to all local and federal procurement regulations to secure all necessary bids, board approvals etc.
 	
    Strategy's Expected Result/Impact: Secure proper procedures for purchases, etc.
    Staff Responsible for Monitoring: Business and Finance staff - purchasing department.
		Formative			**Summative**

		Sept	Dec	Mar	June
		45%			

Strategy 6 Details		Reviews			

Strategy 6: The Operational Excellence Committee will allocate funds to initiate and complete the plan of action for priority projects.
    Strategy's Expected Result/Impact: Allocated funding based on the 5 year plan.
    Staff Responsible for Monitoring: Business and Finance Office.
 	
    Funding Sources: - Local (199) - $5,000,000
		Formative			**Summative**

		Sept	Dec	Mar	June
		55%			

Strategy 7 Details		Reviews			

Strategy 7: The Operational Excellence committee will conduct research on safe, modern, flexible and efficient facilities, correlate with the safety security audit and publish its findings.
    Strategy's Expected Result/Impact: Data to ensure that proper planning is in order to secure safe, modern, flexible and efficient facilities.
    Staff Responsible for Monitoring: Operational Excellence Committee.
		Formative			**Summative**

		Sept	Dec	Mar	June
		25%			
0% No Progress	100% Accomplished	➡ Continue/Modify		✖ Discontinue	

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			

Strategy 1: 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.
    Strategy's Expected Result/Impact: Clean and safe buildings
    Staff Responsible for Monitoring: DISD custodial department
					Formative			**Summative**

					Sept	Dec	Mar	June
					30%			

Strategy 2 Details					Reviews			

Strategy 2: 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.
    Strategy's Expected Result/Impact: Meet/Exceed Federal, State, Local Health/Nutrition Guidelines & Mandates; Have safe & secure kitchens
    Staff Responsible for Monitoring: Donna ISD CNP staff
					Formative			**Summative**

					Sept	Dec	Mar	June
					10%			

Strategy 3 Details					Reviews			

Strategy 3: 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.
    Strategy's Expected Result/Impact: Execution of work orders
    Staff Responsible for Monitoring: COO and Maintenance supervisor
					Formative			**Summative**

					Sept	Dec	Mar	June
					15%			

Strategy 4 Details					Reviews			

Strategy 4: 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.
    Strategy's Expected Result/Impact: Transportation
    Staff Responsible for Monitoring: COO and Transportation Director
					Formative			**Summative**

					Sept	Dec	Mar	June
					25%			
0% No Progress		100% Accomplished		➡ Continue/Modify		✖ Discontinue		

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 4.1(1): Identify and offer professional development opportunities to district and campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration **Funding Sources:** 2022 Texas Assessment Conference - Federal Programs - Local (199) - $1,200, 2022-2023 Texas Assessment Conference-Testing Department/Region1 workshop/Registrations - Local (199) - $1,590, 2022 ACET Fall Conference - Federal Programs - Title I (211) - $1,155, Test Reimbursement - Bilingual (162) - $2,400, 2022-2023 Accountability Training (Staff Development) - Federal Programs - Local (199) - $150, 2022 - Fall SCE Zoom Training - Federal Programs - Local (199) - $75, Region One GT Training for Teachers - GT (168) - 168.13.6239.00.903.21.0.00 - $1,500, Region One GT Training for Admin - GT (168) - 168.21.6239.00.903.21.0.00 - $2,000, Texas Association of Schools (TASA) (Data Evaluation & Performance Outcomes) - Local (199) - $1,205.79, 2022 Region One Accountability and Beyond - Title II Teacher/Principal (255) - $3,200, ESC 1 TELPAS Redesign and Planning - Local (199) - $3,300, GT State Required Training - GT (168) - 168.13.6299.00.903.21.0.00 - $26,257, Special Education consultants that will assist campuses and provide feedback. - State Special Ed. (165) - $40,000, Special Education consultants that will assist campuses and provide feedback. - 284 IDEA ARP - $20,000, Data Evaluation (Hotel) - Local (199) - $333.54, Technology Travel TCEA - Local (199) - $6,000, Travel Employee - GT (168) - 168.13.6411.00.903.21.0.00 - $12,243, Learning .com - State Textbook Fund (410) - $76,890, Technician Mileage - Local (199) - $4,000, Tech Vehicle inspection and Reg. and repair and maintenance for NOC,Extra duty pay, fuel - Local (199) - $63,343.66, AVID Membership - Local (199) - 199.21.6495.00.920.99.0.00 - $4,000, Capturing Kids Hearts - Title IV 289 - 289.13.6299.00.820.11.0.00 - $107,600, GT Conference - GT (168) - 168.21.6411.00.903.21.0.00 - $2,500, TAGT Membership - GT (168) - 168.21.6495.00.903.21.0.00 - $400, Academic Support Assessment Conference - Local (199) - 199.21.6411 - $700, Academic Support Language Live - State Special Ed. (165) - 165.11.6299 - $2,400, Academic Support consultant for dyslexia - State Special Ed. (165) - 165.13.6299 - $4,000, ESL Test Prep - Bilingual (162) - $24,000, Riverside Data Manager Training - GT (168) - 168.13.6299.00.903.21.0.00 - $500, AMET (Association for Migrant Educators of Texas) Conference - ESSER II (281) - $8,120	10%			

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership	**Sept**	**Dec**	**Mar**	**June**
	10%			

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration	5%			

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

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Funding Sources:** Vaccine Clinics-EMS Services - ESSER II (281) - $600	5%			

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. [Staff Responsible for Implementation: Athletic Director, PE Strategist, PE Teachers, Parent Liaisons, Nurses, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration] **Staff Responsible for Monitoring:** Executive Cabinet, Special Projects Director, Athletic Director, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration **Funding Sources:** After School R.E.A.D.Y Program; that provides after school activities for students that help their emotional & physical well being. - Title IV 289 - $55,000	5%			

Strategy 3 Details	Reviews			
Strategy 3: 4.2 Organizational (3): 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, & 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. **Strategy's Expected Result/Impact:** Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. [Staff Responsible for Implementation: Counselors, LPCs, Teachers, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	5%			

Strategy 4 Details	Reviews			
Strategy 4: 4.2 Organizational (4): 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, & 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. **Strategy's Expected Result/Impact:** To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	10%			

Strategy 5 Details	Reviews			
Strategy 5: 4.2A Students (5): Provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making). [Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Classroom Teachers, Physical Education Teachers, Nurses, Police Officers] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Athletic Director, PE Strategist, Health Services Director, Nutrition Director, Chief of Police, Leadership	10%			

Strategy 6 Details	Reviews			
Strategy 6: 4.2A Students (6): Provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making). [Staff Responsible for Implementation: Counselors, LPCs] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	10%			

Strategy 7 Details	Reviews			
Strategy 7: 4.2A Students (7): Provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively (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 & career readiness). 80% of students in grade PK-12 will participate in the program. [Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Capturing Kids' Hearts, Zones of Regulation] **Staff Responsible for Monitoring:** Counselors, LPCs, Communities in Schools (CIS), Teachers, Campus Administration, SEL Supervisor, Leadership **Funding Sources:** Nearpod SEL Program - ESSER III (282) - $17,577	10%			

Strategy 8 Details	Reviews			
Strategy 8: 4.2A Students (8): Provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities (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 & career readiness). [Staff Responsible for Implementation: Counselors, LPCs] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	10%			

Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (9): Provide employee's individualized counseling sessions through the Employee Assistance Program (EAP).	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase productivity and engagement, improve employee retention and satisfaction, encourage a positive work environment, and reduce the cost associated with employee turnover. **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management	20%			

Strategy 10 Details			Reviews			
Strategy 10: 4.2B Staff (10): Provide support to address our employees' social and emotional well-being by hiring a LPC.			Formative			Summative
Strategy's Expected Result/Impact: Support staff in need, address mental health and physical health needs, and many other challenges that can have an adverse effect on the employee. **Staff Responsible for Monitoring:** Human Resources			Sept	Dec	Mar	June
			15%			

Strategy 11 Details			Reviews			
Strategy 11: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.			Formative			Summative
Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services			Sept	Dec	Mar	June
			5%			

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

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			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. **Staff Responsible for Monitoring:** Goal Committee **Funding Sources:** Items for departments such as or not limited to incentives - Local (199) - $5,000, Local needed items for Testing Department - Local (199) - $5,200, Data Evaluation & Performance Outcomes - Local (199) - $5,000, Technology Supplies, Software renewals and licenses - Local (199) - $24,000, Technology supplies for students , Cybersecurity - ESSER III (282) - $29,136, Tech water, copier, fed ex. - Local (199) - $6,497, Data Evaluation Local Items Supplies Needed - Local (199) - $1,000		15%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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			
Strategy 1: 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.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: All departments will be in compliance with EDGAR and all regulations. **Staff Responsible for Monitoring:** Department Directors			0%			
Strategy 2 Details			**Reviews**			
Strategy 2: Maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund-Fund Balance remains in unassigned classification.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Maintaining a healthy Fund Balance **Staff Responsible for Monitoring:** Assistant Superintendent for Business and Finance			20%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 118.28
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aguilar, Reyna Elizabeth	Teacher - High School	1
Alejandro, Abel	Instructional Aide	1
Alexander, Juanita Lee	Strategist - Instructional - SS	1
Alvarez, Virginia	Instructional Aide	1
Aranda, Cristina Del Carmen	Teacher - Elementary	1
Bautista, Jesma Tianna	Instructional Aide	1
Bolanos, Gerardo	Teacher - Middle School	1
Botello, Paula S	Drill Instructor - Non-Military	1
Cano, Brittany Rae	Instructional Aide	1
Cardoza, Leslie Annette	Instructional Aide	1
Cardoza, Lynette	Instructional Aide	1
Carranza, Concepcion D	Clerk - Counselor - Elementary	1
Castaneda, David	Strategist - Instructional - SS	1
Castillo, Donna Christmas	Instructional Aide	1
Castillo, Janie C	Teacher - Elementary	0.5
Cerda, Diana Elizabeth	Instructional Aide	1
Cerda, Thelma	Secretary - Health Related Services	1
Chavez, Sonia Edith	Licensed Professional Counselor - MS	1
Chintapalli, Rama Krishna	Strategist - Instructional - Science	1

Name	Position	FTE
Cruz, Norma Estella	Counselor, Secondary	1
De la Garza Melva	Counselor, Secondary	1
De La Garza, Sandra	Instructional Aide	1
De Leon, Joanna	Counselor - Secondary	1
Escalon, Cynthia	Clerk - Curriculum Specialist	1
Figueroa, Jonathon Miles	Teacher - High School	1
Gamboa-Beltran, Michelle Yvonne	Counselor - Secondary	1
Garay, Araceli	Dean of Instruction	1
Garcia, David S	Teacher - Middle School	1
Garcia, Diana	Instructional Aide	1
Garcia, Enriqueta	Instructional Aide	1
Garcia, Juan Reyes	Teacher - Elementary	1
Garcia, Maria Candelaria	Clerk - Curriculum Specialist	1
Garza, Erika Janneth	Instructional Aide	1
Garza, Linda Celeste	Strategist - Instructional - ELA	1
Garza, Maritza	Clerk - Counselor - Elementary	1
Garza, Mayela	Instructional Aide	1
Garza, Sylvia Guzman	Licensed Professional Counselor - MS	1
Gomez, Florestela	Strategist - Instructional - Science	1
Gonzales, Maria Teresa	Secretary - COVID Site	1
Gonzalez, Ricardo	Instructional Aide	1
Gonzalez, Tomasita	Clerk - Counselor - Elementary	1
Gonzalez, Vanessa Ann	Counselor - Elementary	1
Gonzalez, Yvonne E	Instructional Aide	1
Guerrero, Krystdamayne Kayleen	Instructional Aide	1
Guerrero, Monica Anna	Gear Up Facilitator	0.1
Handy, Noelia Beatriz	Teacher - Elementary	0.5
Harris, Debra Lynn	Coordinator	1
Herbst, Lisa K	Gear Up Facilitator	0.04
Hernandez, Arturo	Licensed Professional Counselor - MS	1
Hernandez, Jessica	Instructional Aide	1

Name	Position	FTE
Hernandez, Mary Jane	Instructional Aide	1
Hernandez, Monica Lizeth	Gear Up Facilitator	0.03
Hinojosa, Kassandra Leeann	Library Aide	1
Hunt, Kelly	Teacher - High School	1
Konecny, Lisa Diane	Specialist - Child Mental Health	1
Lara, Maria	Counselor - Secondary	1
Leija, Jessica	Clerk - Counselor - Elementary	1
Leija, Juanita Isabell	Instructional Aide	1
Lopez, Lori Ann	Licensed Professional Counselor - Adult	1
Lozano, Raquel	Instructional Aide	1
Luna, Melissa Ann	Social Worker	1
Machado, Ricardo	Teacher - Middle School	1
Macias, Ruth Patricia	Instructional Aide	1
Madrigal, Osbelia	Instructional Aide	1
Magdaleno, Sonia Aurelia	Clerk - Counselor - Elementary	1
Manrique, Magaly	Instructional Aide	1
Martinez, Anna Marilyn	Teacher - Middle School - Academic Elec	1
Martinez, Arturo	Instructional Aide	1
Martinez, Hilda Marie	Clerk - Counselor - Secondary	1
Martinez, Mara Elia	Counselor - Secondary	1
Martinez, Norma Linda	Clerk - Counselor - Secondary	1
Mccall, Esthela	Teacher - High School	1
Mendoza, Angel A	Secretary - Curriculum - High School	1
Mendoza, Jessica	Instructional Aide	1
Mendoza, Jessie R	Drill Instructor - Mon-Military	1
Mendoza, Juan Martin	Principal - DAEP	1
Mercado, Stella G	Counselor - Secondary	1
Montemayor, Debra Lee	Clerk - Counselor - Elementary	1
Morales, Marisol	Instructional Aide	1
Morin, Doris Ellen	Secretary - Campus - DAEP	1
Munoz, Emily Marie	Instructional Aide	1

Name	Position	FTE
Navarro, San Juanita	Instructional Aide	1
Nolasco, Abby B	Instructional Aide	1
Ortiz, Yessenia	Instructional Aide	1
Pena, Graciela	Clerk - Dean of Instruction	1
Perez, April Renee	Strategist - Instructional - Elem Math	1
Perez, Daisy Marie	Instructional Aide	1
Perez, Leticia	Clerk - Counselor - Elementary	1
Perez, Sylvia	Secretary - Curriculum - High School	1
Pina, Lupita	Teacher - Homebound	1
Portillo, Marlen	Teacher - Elementary	0.5
Quiroga, Rachel Handy	Teacher - Middle School	1
Ramirez, Monica	Gear Up Facilitator	0.11
Rangel, Yolanda	Strategist - Instructional - Math	1
Reyes, Monica Lynn	Instructional Aide	1
Reyna, Javier	Instructional Aide	1
Rivera, Analisa	Instructional Aide	1
Rivera, Nancy A	Licensed Professional Counselor - MS	1
Rocha, Karen	Instructional Aide	1
Rodriguez, Gabriela Anaize	Instructional Aide	1
Rodriguez, Juanita L	Instructional Aide	1
Rosales, Gloria Diana	Clerk - Counselor - Secondary	1
Rubalcaba, Juana Maria	Clerk - Counselor - Secondary	1
Rubalcava, Sylvia	Clerk - Counselor - Secondary	1
Ruiz, Dora V	Teacher - Elementary	0.5
Salinas Silva, Alfonso Rubio	Teacher - High School	1
Salinas, Maida	Instructional Aide	1
Salinas, Sulema	Teacher - Middle School - Academic Elect	1
Sanchez Lira, Thelma	Counselor - Secondary	1
Sanchez, Maria L	Counselor - Secondary	1
Sauceda, Ruth	Clerk - Counselor - Elementary	1
Sauceda, Yolanda Leal	Specialist - Child Mental Health	1

Name	Position	FTE
Segovia, Natalia	Instructional Aide	1
Solis, Felisha Enedina	Instructional Aide	1
Tamez, Oscar	Teacher - Homebound	1
Tarango, Pablo A	Teacher - Middle School	1
Torres-Mendez, Melissa Denise	Strategist - Instructional - ELA	1
Trejo, David Joe	Teacher - Middle School - Academic Elect	1
Trevino, Melissa Ann	Instructional Aide	1
Valencia, Virgilio Bautista	Strategist - Instructional - ELA	1
Vasquez, Demilee	Instructional Aide	1
Villegas, Cynthia	Instructional Aide	1
Vining, Teresa D	Instructional Aide	1
Zuniga, Cresencio	Teacher - Middle School	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The DIP/CIP is updated throughout the school year as needed based on campus and districts continuous change of needs. The DIP is also monitored for progress four times during the school year in the months of September, December, March and June.

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Alaniz, Janie	Specialist-Curriculum		1
Alegria, Corina Lynn	Library Aide		1
Alfaro, Ruby	Library Aide		1
Alonzo, Yesenia Nicole	Instructional Aide		1
Alvarado, Nelida Cerda	Coordinator-Federal Programs		1
Baez Aguilar, Ana Alejandra	Instructional Aide		1
Briales, Audrey L.	Teacher-Elementary		1
Bustos, Veronica	Instructional Aide		1
Cabrera, Amber Denise	Instructional Aide		1
Camacho, Crystal Lee	Instructional Aide		1
Camacho, Nancy	Instructional Aide		1
Cantu, Jose David	Parent Center Educator		1
Cardenas, Francisco	Dean of Instruction		1
Cardenas, Kasie Lynn	Teacher-Middle School		1
Cardona, Guadalupe	Instructional Aide		1
Cardona, Maria Clementina	Teacher-Elementary		1
Cardoza, Melva	Instructional Aide		1
Casares, Julissa Christine	Instructional Aide		1
Castaneda, Jessica	Instructional Aide		1
Castro Levine, Linda	Specialist-Curriculum		1
Concha, Michelle Elisa	Instructional Aide		1
Cuevas, Armando E.	Instructional Aide		1
De Hoyos, Ana Iris	Accountant		1
De Hoyos, Maria Angelica	Instructional Aide		1
De La Fuente, Neyda	Instructional Aide		1
De La Garza, Marissa H.	Specialist-Curriculum		1
De La Rosa, Jose L.	Teacher-Middle School		1
De La Rosa, Juan J.	Instructional Aide		1

Name	Position	Program	FTE
De La Rosa, Roberto	Instructional Aide		1
De Leon, Noelia R.	Library Aide		1
Degadillo, Cynthia Nallely	Instructional Aide		1
Dominguez, Joshua Alberto	Instructional Aide		1
Elizondo, Sandy Nikol	Instructional Aide		1
Escovedo, Cynthia	Instructional Aide		1
Espinoza, April	Instructional Aide		1
Estrada, Joanna M.	Library Aide		1
Garcia Ulloa, Marco A.	Instructional Aide		1
Garcia, Angela Aleman	Parent Center Educator		1
Garcia, Elsa Viola	Library Aide		1
Garcia, Raul	Instructional Aide		1
Garcia, Samuel	Instructional Aide		1
Garza Gonzalez, Iris	Parent Center Educator		1
Garza, Crystal Mae	Dean of Instruction		1
Garza, Irene	Nurse Aide		1
Garza, Jason Jacob	Teacher-Middle School		1
Garza, Maria Vela	Instructional Aide		1
Garza, Tiffany	Instructional Aide		1
Gonzales, Josefa	Instructional Aide		1
Gonzalez, Priscilla Marie	Library Aide		1
Gonzalez, Yolanda H.	Parent Center Educator		1
Guerrero, Elva	Clerk-Federal Pregorams		1
Guevara, Norma Linda	Secretary-Parental Involvement		1
Gurski, Mercedes M.	Teacher-High School-Credit Recovery		1
Guzman-Guerrero, Elsa	Specialist-Curriculum		1
Hernandez, Elizabeth	Instructional Aide		1
Herrera, Jessica Vega	Library Aide		1
Hinojosa, Odelia H.	Parent Center Educator		1
Hooks, Maureen	Parent Center Educator		1
Infante, Teresa De Jesus	Teacher-Middle School		1

Name	Position	Program	FTE
Isassi, Maria Del Rosario	Nurse Aide		1
Jackson, Noemi Guerrero	Specialist-Curriculum		1
Jackson, Teresa Martinez	Instructional Aide		1
Leal, Marcela	Instructional Aide		1
Lefevre, Chylee Shae	Instructional Aide		1
Lejia, Nora Y.	Instructional Aide		1
Limas, Joellen Carrizales	Nurse Aide		1
Llanos, Amanda Marie	Instructional Aide		1
Longoria, Selena	Parent Center Educator		1
Losoya, Cynthia	Nurse Aide		1
Lugo, Sue Ellen	Instructional Aide		1
Luna, Thelma	Dean of Instruction		1
Martinez, Alice	Parent Center Educator		1
Martinez, Alma I.	Instructional Aide		1
Martinez, Marina Emily	Instructional Aide		1
Martinez, Marlen Iris	Instructional Aide		1
Martinez, Mayra Maricela	Instructional Aide		1
Martinez, Roger A.	Instructional Aide		1
Martinez, Rose M.	Specialist-Curriculum		1
Martinez, Samantha Jo	Instructional Aide		1
Mata, Diana Aracely	Parent Center Educator		1
Maycotte, Elizabeth	Instructional Aide		1
Medina, Claudia	Parent Center Educator		1
Mejorado, Jessica G.	Instructional Aide		1
Mendez, Aissa Marie	Parent Center Educator		1
Mendoza, Flor E.	Nurse Aide		1
Mireles, Maria Angela	Instructional Aide		1
Montiel, Marleet	Instructional Aide		1
Moreno, Rebecca	Dean of Instruction		1
Moses, Itzahamara	Specialist-Curriculum		1
Munoz, Belinda	Instructional Aide		1

Name	Position	Program	FTE
Nino, Maria Teresa	Specialist-Curriculum		1
Olguin, Sandra	Library Aide		1
Olivo, Rafaela Ledesma	Instructional Aide		1
Ortega, Flor Estela	Teacher-Elementary		1
Ortega, Leticia	Nurse Aide		1
Ortiz, Maria G.	Teacher-Elementary		1
Pean-Zuniga, Margot Esther	Clerk-Federal Programs Part-Time		.5
Pedroza, Zulia	Dean of Instruction		1
Perea Rodriguez, Jose F	Instructional Aide		1
Perez, Noelia	Instructional Aide		1
Ramirez, David	Library Aide		1
Ramirez, Melinda	Nurse Aide		1
Ramos, Eron David	Instructional Aide		1
Regalado, Deborah Denise	Dean of Instruction		1
Regino, Ana Teresa Nava	Clerk-Dean of Instruction		1
Reyes, Irazema	Specialist-Curriculum		1
Reyes, Rachel	Instructional Aide		1
Reyna, Ianelli	Instructional Aide		1
Rico, Maria Delia	Teacher-Elementary		1
Rivera, Dalila A.	Parent Center Educator		1
Robles, Rosalinda	Instructional Aide		1
Rodriguez Guerra, Manuel	Instructional Aide		1
Rodriguez, Claudia P.	Library Aide		1
Rodriguez, Hillary Ann	Instructional Aide		1
Rosas, Margarita C.	Parent Center Educator		1
Salinas, Marisela Rico	Library Aide		1
Sanchez, Linda Janet	Nurse Aide		1
Sandoval, Melinda	Teacher-High School - AVID		1
Santoy, Rita Nicole	Parent Center Educator		1
Sauceda, Simon	AVID Coordinator		1
Schmutz, Melissa Jane	Specialist-Currriculum		1

Name	Position	Program	FTE
Sepulveda, Juanita	Nurse Aide		1
Singleterry, Belia	Instructional Aide		1
Tamez, Tomas	Director-Parental Involvement		1
Uvalle-Castro, Karla Y	Dean of Instruction		1
Valdes, Lorena	Instructional Aide		1
Valenzuela, Maria F.	Parent Center Educator		1
Valenzuela, Norma L.	Parent Center Educator		1
Vasquez, Edelia	Parent Center Educator		1
Vela Martinez, Amenda	Clerk-Dean of Instruction		1
Vela, Ivy June	Instructional Aide		1
Vento, Lori Eleanor	Instructional Aide		1
Villanueva, Vanessa	Instructional Aide		1
Villegas, Claudia Janet	Nurse Aide		1
Willingham, Angelica	Specialist-Curriculum		1
Wong, Scarleth	Instructional Aide		1
Yanez, Jamie	Nurse Aide		1
Yanez, Leticia	Dean of Instruction		1
Zavala, Victoria L.	Secretary-Federal Programs		1
Zuniga, Lorena	Library Aide		1
Zuniga, Maricela	Instructional Aide		1

District Funding Summary

<table>
<tr><td colspan="6" align="center">Bilingual (162)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>ValidateMe! Transcript Analysis</td><td></td><td>$30,000.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>State Bilingual Education Allotment</td><td></td><td>$190,000.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>SuccessED used EB documentation that will assist teachers target student's individual needs.</td><td></td><td>$38,134.50</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>ESL Test Prep</td><td></td><td>$24,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Test Reimbursement</td><td></td><td>$2,400.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$284,534.50</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$828,617.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$544,082.50</td></tr>
<tr><td colspan="6" align="center">State Comp.(164)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Frogstreet PreK-3 Curriculum Kits</td><td></td><td>$13,800.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>SuccessED used to assist teachers target student's individual needs.</td><td></td><td>$19,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$32,800.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$9,200,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$9,167,200.00</td></tr>
<tr><td colspan="6" align="center">State Special Ed. (165)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Academic Support dyslexia program materials</td><td></td><td>$11,400.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>SuccessED used for IEPs that will assist teachers target student's individual needs.</td><td></td><td>$21,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Special Education consultants that will assist campuses and provide feedback.</td><td></td><td>$40,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Academic Support consultant for dyslexia</td><td>165.13.6299</td><td>$4,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Academic Support Language Live</td><td>165.11.6299</td><td>$2,400.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$78,800.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$470,482.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$391,682.00</td></tr>
</table>

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	CogAT GT student testing licenses	168.11.6339.00.903.21.0.00	$9,000.00
1	1	1	GT Student Supplies	168.11.6399.00.903.21.0.00	$5,300.00
4	1	1	Region One GT Training for Admin	168.21.6239.00.903.21.0.00	$2,000.00
4	1	1	GT State Required Training	168.13.6299.00.903.21.0.00	$26,257.00
4	1	1	Region One GT Training for Teachers	168.13.6239.00.903.21.0.00	$1,500.00
4	1	1	Travel Employee	168.13.6411.00.903.21.0.00	$12,243.00
4	1	1	Riverside Data Manager Training	168.13.6299.00.903.21.0.00	$500.00
4	1	1	TAGT Membership	168.21.6495.00.903.21.0.00	$400.00
4	1	1	GT Conference	168.21.6411.00.903.21.0.00	$2,500.00
				Sub-Total	$59,700.00
				Budgeted Fund Source Amount	$81,038.16
				+/- Difference	$21,338.16
Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Office supplies for departments		$10,000.00
1	1	1	Texas Assessment Conference	199.21	$1,200.00
1	1	1	Test Hound-Testing Dept.		$14,367.10
1	1	1	TELPAS Breakdown and Planning		$3,000.00
1	1	1	Sutudent Tuition Non-Public Schools: DHS	199.11.6223.00.920.31.0.DH	$52,500.00
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
1	1	1	Spelling Bee Supplies	199.36.6399.00.890.99.0.SB	$200.00
1	1	1	ACES Trophies	199.36.6498.00.881.99.0.00	$3,542.10
1	1	1	Student Tuition Non-Public Schools: DNHS	199.11.6223.00.920.31.0.DN	$52,500.00
1	1	1	BOTB		$4,400.00
1	1	1	Spelling Bee Trophies	199.36.6498.00.890.99.0.SB	$350.00
1	1	1	Bilingual Classroom Library Exemplar		$510.00
1	1	1	Pay dues for Spelling Bee Scripps	199.36.6495.00.890.99.0.SB	$2,983.00
1	1	1	JJAEP		$130,000.00
1	1	1	Spelling Bee Misc.	199.36.6499.00.890.99.0.SB	$329.00

			Local (199)		

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Office supplies for Adavanced Academics	199.21.6399.00.920.99.0.00	$1,486.00
1	1	2	iLit ELL		$2,550.00
1	1	2	Content Area Span/Eng Reference Set		$826.32
1	1	4	Office Supplies		$1,900.00
1	1	4	Technology and district software renewals and new ,cell phones, onion		$390,881.33
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	1	2	Food and Drinks for Donna North EB Academy Kickoff		$225.00
2	2	3			$2,000.00
3	1	6			$5,000,000.00
4	1	1	2022-2023 Accountability Training (Staff Development) - Federal Programs		$150.00
4	1	1	Technician Mileage		$4,000.00
4	1	1	Tech Vehicle inspection and Reg. and repair and maintenance for NOC,Extra duty pay, fuel		$63,343.66
4	1	1	2022-2023 Texas Assessment Conference-Testing Department/Region1 workshop/Registrations		$1,590.00
4	1	1	ESC 1 TELPAS Redesign and Planning		$3,300.00
4	1	1	2022 - Fall SCE Zoom Training - Federal Programs		$75.00
4	1	1	AVID Membership	199.21.6495.00.920.99.0.00	$4,000.00
4	1	1	2022 Texas Assessment Conference - Federal Programs		$1,200.00
4	1	1	Texas Association of Schools (TASA) (Data Evaluation & Performance Outcomes)		$1,205.79
4	1	1	Technology Travel TCEA		$6,000.00
4	1	1	Data Evaluation (Hotel)		$333.54
4	1	1	Academic Support Assessment Conference	199.21.6411	$700.00
5	1	1	Local needed items for Testing Department		$5,200.00
5	1	1	Data Evaluation & Performance Outcomes		$5,000.00
5	1	1	Technology Supplies, Software renewals and licenses		$24,000.00
5	1	1	Data Evaluation Local Items Supplies Needed		$1,000.00

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Items for departments such as or not limited to incentives		$5,000.00
5	1	1	Tech water, copier, fed ex.		$6,497.00
				Sub-Total	$6,160,657.44
				Budgeted Fund Source Amount	$71,684,588.00
				+/- Difference	$65,523,930.56

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MyOn	State Comp.(164)	$110,000.00
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	1	District Wide (PR)		$26,315.38
1	1	2	HB3 Reading Academies (Region One)		$40,000.00
1	1	4	Lead Teacher Stipends for Campus Instructional Leadership Teams		$122,000.00
2	1	2	Blackboard Communication		$26,315.38
2	2	2	Region 1 Training		$1,500.00
2	2	2	Blackboard		$26,315.38
2	2	3			$1,000.00
4	1	1	2022 ACET Fall Conference - Federal Programs		$1,155.00
				Sub-Total	$551,741.14
				Budgeted Fund Source Amount	$9,741,123.00
				+/- Difference	$9,189,381.86

Migrant (212)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,456,032.00
				+/- Difference	$1,456,032.00

IDEA (224)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,637,346.00
				+/- Difference	$2,637,346.00

Perkins (244)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$301,176.00
				+/- Difference	$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
4	1	1	2022 Region One Accountability and Beyond		$3,200.00
				Sub-Total	$120,744.00
				Budgeted Fund Source Amount	$862,438.00
				+/- Difference	$741,694.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	iLit ELL		$9,000.00
				Sub-Total	$9,000.00
				Budgeted Fund Source Amount	$689,223.00
				+/- Difference	$680,223.00

Gear Up (274)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$365,763.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$365,763.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	AP Instructional Resources	289.11.6399.00.920.11.0.00	$20,000.00
1	1	2	Materials and Manipulatives for hands-on instruction and reinforcement building academic vocabulary and provide additional visual stimulus and interaction with content (PLTW kits, LEGO kits, and other manipulatives for STEM electives)		$29,659.00
4	1	1	Capturing Kids Hearts	289.13.6299.00.820.11.0.00	$107,600.00
4	2	2	After School R.E.A.D.Y Program; that provides after school activities for students that help their emotional & physical well being.		$55,000.00
				Sub-Total	$212,259.00
				Budgeted Fund Source Amount	$716,299.00
				+/- Difference	$504,040.00

225 Idea B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$62,998.00
				+/- Difference	$62,998.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$342,080.00
				+/- Difference	$342,080.00

School Safety Grant 429					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$107,000.00

School Safety Grant 429					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$107,000.00

Instructional Continuity Grant 276					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,000.00
				+/- Difference	$35,000.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Region One / Renaissance Accelerated Reader		$107,194.75
1	1	1	Data Evaluation - Eduphoira		$74,192.00
1	1	1	Federally Funded Instructional Software Programs: STEMscopes and Edusmart	282.11.6399.SW.890.11.0.LL	$41,305.25
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	SWANK		$4,452.00
1	1	1	Heggerty Phonics		$93,820.95
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
1	1	2	Processing Tools Implementation Supplies (Interactive Notebooks $28,761)		$28,761.00
4	2	7	Nearpod SEL Program		$17,577.00
5	1	1	Technology supplies for students , Cybersecurity		$29,136.00
				Sub-Total	$557,653.95
				Budgeted Fund Source Amount	$75,676,784.00
				+/- Difference	$75,119,130.05

ESSER II (281)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	AMET (Association for Migrant Educators of Texas) Conference		$8,120.00
4	2	1	Vaccine Clinics-EMS Services		$600.00

ESSER II (281)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$8,720.00
				Budgeted Fund Source Amount	$33,685,275.00
				+/- Difference	$33,676,555.00
ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00
284 IDEA ARP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Testing materials for Special Education		$10,000.00
1	1	2	Instructional technology equipment needed for instructional reinforcement.		$60,000.00
4	1	1	Special Education consultants that will assist campuses and provide feedback.		$20,000.00
				Sub-Total	$90,000.00
				Budgeted Fund Source Amount	$240,640.00
				+/- Difference	$150,640.00
285 IDEA ARP Preschool					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$33,849.00
				+/- Difference	$33,849.00
TCLASS 279					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Data Dashboard to gather data quickly for tracking students performance.	279	$49,999.00
				Sub-Total	$49,999.00
				Budgeted Fund Source Amount	$50,000.00
				+/- Difference	$1.00

State Textbook Fund (410)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Learning .com		$76,890.00
				Sub-Total	$76,890.00
				Budgeted Fund Source Amount	$76,890.00
				+/- Difference	$0.00
				Grand Total Budgeted	$209,344,642.16
				Grand Total Spent	$8,293,499.03
				+/- Difference	$201,051,143.13

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
Decision-Making and Planning Policy Evaluation	Rashad Rana		Griselda Alvarez	8/2/2022
Coordinated Health Program	Ramiro Leal/Rigoberto Rivera	9/2/2022	Ofelia Alvarez	9/2/2022
Bullying Prevention	Dr. Melanie Ballardo/Javier Villanueva		Griselda Alvarez	8/2/2022
Disciplinary Alternative Education Program (DAEP)	Juan Mendoza	9/2/2022	Ofelia Alvarez	9/2/2022
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
Technology Integration	Albert Chavez		Ofelia Alvarez	9/27/2022
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.*

	Needs Assessment:	__ Clearly Evident
	• 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.	__ Somewhat Evident __ Not Evident Comments/Recommendations:
	• 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)	
	• Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.	
	• The results must be disaggregated with respect to the performance of all student groups served, including the following categories:	
	• ethnicity	
	• socioeconomic status	
	• gender	
	• populations served by special programs, including students	
	• in special education programs	
	• Each campus-level planning and decision-making committee for a junior, middle, or high school campus shall analyze information related to dropout prevention.	
	(Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)	
	Long Range Goals/Campus Performance Objectives:	__ Clearly Evident
	• 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.	__ Somewhat Evident __ Not Evident Comments/Recommendations:
	• 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.	

	• The CIP must include goals and methods for violence prevention and intervention on campus.
	• 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:
	  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;
	  b) student academic performance data;
	  c) student attendance rates;
	  d) the percentage of students who are educationally disadvantaged;
	  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
	  f) any other indicator recommended by the local school health advisory council.	

	Performance Objectives: Each CIP must set the campus performance objectives based on the The **T**exas **A**cademic **P**erformance **R**eports (TAPR), including objectives for special needs students (special populations) (include dropout and attendance). Performance objectives are included for at-risk students served through the State Compensatory Education program.	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
	Strategies and Activities: Each CIP must ▪ identify how the campus goals will be met for each student; ▪ identify staff needed to implement the plan; and ▪ set timelines for reaching the goal. The CIP must also include strategies for improvement of student performance that include:	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

	a. instructional methods for addressing the needs of student groups not achieving their full potential; b. methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs; c. dropout reduction; d. integration of technology in instructional and administrative programs; e. discipline management; f. staff development for professional staff of the district; g. career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and h. accelerated education.	
	Each CIP should include strategies that: ▪ provide opportunities for all students to meet the state performance standards (State Assessments) ▪ are based on effective means of improving student achievement and use instructional strategies that – increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs) – provide enriched and accelerated curriculum – include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and – 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 – the integration of vocational and technical education programs. ❑ 10 Schoolwide Components Included, if a Title I, Part A Schoolwide Campus ☐ Comprehensive needs assessment ☐ Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based ☐ Instruction by Highly Qualified Teachers	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

	☐ High quality and ongoing professional development for teachers, principals, and paraprofessionals
	☐ Strategies to attract highly qualified
	☐ Strategies to increase parental involvement
	☐ Transition to different grade levels and schools (preschool in statute)
	☐ Involvement of teachers in testing decisions beyond state
	☐ Effective and timely assistance to students (monitor student mastery)
	☐ Coordination and integration of federal, state and local services and programs
	☐ 8 Targeted Assistance Components Included, if a Title I, Part A Targeted Assistance Campus
	    ☐ Comprehensive needs assessment
	    ☐ Strategies for meeting state performance standards
	    ☐ Teaching by highly qualified staff
	    ☐ Professional development
	    ☐ Increasing parent involvement
	    ☐ Transition to different grade levels and schools (preschool in statute)
	    ☐ Involvement of teachers in testing decisions beyond state
	    ☐ Monitoring student progress and providing additional assistance	

	Instruction by Highly Qualified Teachers and **Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools.** 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).	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
	Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS/STAAR): Activities should include ▪ measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

	- staff development for teachers related to identification of learning and academic difficulties - teacher/parent conferences to discuss – what the school will do to help the student meet the standards – what the parents can do to help the student's performance, and – additional assistance at the school or elsewhere in the community.	
	Staff Development: The SBDM committee must decide approve staff development. **Professional Development:** Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
	Resource Allocation: Each CIP must determine the resources needed to implement the plan. **Resource Allocation:** 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. **Coordination and Integration of Federal, State, and Local Services and Programs:** Each CIP must identify how programs and services are integrated at the campus. For SCE, add funding amounts and FTEs, where appropriate.	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
	Evaluation: 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.	__ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

	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 6th 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 Titulo 1.
3. Ofrecerá un numero flexible de juntas y explicara:
    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.

Donna Independent School District
"THE DISTRICT"

PARENT NOTICE

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

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Donna	**Priority for Service (PFS) Action Plan**	Filled Out By: Velma Rangel

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
To better serve Migrant Priority for Services students by providing instructional and support services that will ensure student success.	**100% of PFS students will have access to instructional and support services.** **50% of PFS students will increase the Meets passing rate by 5% in the State Academic Achievement Standards (STAAR) in Reading and Math.**

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	• Migrant Liaison • Migrant Strategists • Migrant Teachers • NGS Clerks	• PFS Monthly Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before First Day of School	• Migrant Director	• PFS Action Plan
Additional Activities			
Data from benchmark testing as well as Imagine Math and Istation reports will be reviewed for PFS Students. ▪ Reading will be the focus for PFS students in grades K-2 ▪ STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 9-12. ▪ STAAR testing for Reading and Math will be the focus for PFS students in grades 3-8.	Istation – 2x per year Imagine Math – 2x per year Grades – 2nd & 5th six weeks	• Migrant Coordinator • Migrant Strategist • Migrant Family Services Coordinator • Migrant Teachers • Curriculum Specialists	• Student conference logs • PFS Student Progress Review Form • PFS Student Action Plan

	Timeline	Person(s) Responsible	Documentation
PFS Progress Reviews will be secured	Twice a year	• PFS Contact	• Progress Review Form/Reports

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria	Yearly	• Migrant Strategist • Migrant Family Services Coordinator • Migrant Community Liaison • Migrant Teachers	• Sign-In sheet for campus training • Email
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff updated NGS Priority for Service reports.	Monthly	• Migrant Strategist • Migrant Community Liaison • Migrant Coordinator	• PFS Monthly Distribution Log • Email
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Sept - June	• Migrant Coordinator • Migrant Strategist • Migrant Family Services Coordinator • Migrant Teachers • Migrant Community Liaison	• Parent Contact Log • PAC Meeting Agenda • Sign-In Sheet
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized phone call, school, home and/or community visits to update parents on the academic progress of their children.	Sept - June	• Migrant Strategists • Migrant Family Services Coordinator • Migrant Community Liaison • Migrant Teachers • Migrant Coordinator	• Parent Phone Contact Log • Home visit/Parent Contact Log • PFS Student Progress Review • TEAMS reports
Additional Activities			
▪ During the fall semester of the academic calendar the district's Title-1 Part C Migrant Coordinator/MEP staff will provide training to	Oct 2022	• Migrant Strategist • Migrant Family Services Coordinator	• Sign-In sheet/log • Agenda

	Activity	Timeline	Responsible Staff	Evidence
	Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report.		• Migrant Community Liaison • Migrant Coordinator	
	▪ District websites, Marquees, Social Media will be utilized as communication tools.	Ongoing	• MEP Staff	• Email • Public notice • Marquee display

Provide services to PFS migrant students.

	Activity	Timeline	Responsible Staff	Evidence
	▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept - June	• Migrant Coordinator • Migrant Strategist • Migrant Teacher • Principal/designee	• Migrant Elem Pull-Out Tutorial • Student Supplemental Service Sign-In sheet
	▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept - June	• Migrant Coordinator • Migrant Strategist • Migrant Teacher • Principal/designee	• Migrant Elem Pull-Out Tutorial • Student Sign-In sheet • Referrals to Social Services/Agencies
	▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept - June	• Migrant Coordinator • MEP Staff	• List of federal, state and local funded programs serving PFS students. • Master List of Services • Student Indicator List

Additional Activities

06/21/2022

_____   _____
LEA Signature   **Date Completed**

8/4/2022

_____   _____
ESC Signature   **Date Received**

<div align="center">

Donna Independent School District
2022-2023
Translation Procedure

</div>

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.