

# **Donna Independent School District**

## **District Improvement Plan**

### **2023-2024**



"THE DISTRICT"

# 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

We believe	2
Learner Profile	2
Comprehensive Needs Assessment	6
Demographics	6
Student Learning	8
District Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Focus On Student Success	21
Goal 2: Focus on Family and Community Engagement	25
Goal 3: Focus On Operational Excellence	29
Goal 4: Focus On Employees And Organizational Excellence	34
Goal 5: Focus On Financial Stewardship	42
State Compensatory	44
Budget for District Improvement Plan	44
Personnel for District Improvement Plan	44
Title I	48
1.1: Comprehensive Needs Assessment	48
2.1: Campus Improvement Plan developed with appropriate stakeholders	48
2.2: Regular monitoring and revision	48
2.3: Available to parents and community in an understandable format and language	48
2.4: Opportunities for all children to meet State standards	48
2.5: Increased learning time and well-rounded education	48
2.6: Address needs of all students, particularly at-risk	48
4.2: Offer flexible number of parent involvement meetings	49
Title I Personnel	50
District Funding Summary	57
Addendums	69

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographic Summary

Donna Independent School District is the home to 20 schools: **13 Elementary Schools, 4 Middle Schools, 2 High Schools, and 1 Alternative School.**

As reported on the 2022-2023 OnDataSuite Report the **total enrollment** for the district is: (Preliminary Report)

- Total enrollment : 13,165
- Total staff: 1,505.25
- Total Teachers 892.49
- Total Professional Support Staff 178.03
- Total Campus Administrators 39.80
- Total Educational Aides 272.08

**The total number of students consist of:** African American (0.0%), Hispanic (99.7%), White (0.2%), Economically Disadvantage (94.6%), EB Students/EL (56.1%), Special Education (10.4%), Career & Technology (30.1%), and Gifted & Talented (8.5%).

As reported on the 2021-2022 TAPR Report the 2020-2021 attendance rate includes: African American (\*), Hispanic (93.2%), White (77.6%), Special Education (93.0%), Economically Disadvantage (92.9%), and EB (92.4%), for a total district attendance rate of (93.1%).

### Demographics Strengths

#### Demographic Strengths

- Attendance rate have slightly improved from last school year from **87.3% to 89.4%**
- New growth and housing development **continue to bring** new students
- Department and campuses are able to easily extract student data by using 3rd party software
- Teacher retention rates have improved in the **past 2 years**

- Student Mobility rates have improved from last school year from **19.04% to 15.10%**

# Student Learning

## Student Learning Summary

UPDATED STUDENT LEARNING DATA (June 2023)





CAMPUS	2nd SW (ALL)	Semester (ALL)	Sem1 vs. STAAR 22	Benchmark (ALL)	BM vs. STAAR 22	BM 23 vs. BM 22
Adame	52%	70%	0%	56%	-14%	4%
Caceres	46%	58%	-19%	56%	-21%	-3%
Garza	41%	56%	1%	45%	-10%	6%
Guzman	55%	61%	5%	57%	1%	15%
Le Noir	49%	68%	-4%	61%	-11%	12%
Munoz	56%	63%	7%	51%	-5%	-1%
Ochoa	53%	62%	0%	55%	-7%	12%
Price	46%	61%	2%	52%	-7%	9%
Salazar	51%	60%	3%	56%	-1%	11%
Salinas	57%	70%	-1%	59%	-12%	9%

Singleterry	35%	47%	-6%	29%	-24%	-5%
Stainke	47%	56%	0%	48%	-8%	7%

CAMPUS	2nd SW (ALL)	Semester (ALL)	Sem1 vs. STAAR 22	Benchmark (ALL)	BM vs. STAAR 22	BM 23 vs. BM 22
DHS	69%	62%	0%	61%	-1%	6%
DNHS	61%	52%	-4%	48%	-8%	-3%
Solis	67%	77%	-1%	70%	-8%	5%
Sauceda	62%	64%	0%	54%	-10%	4%
Todd	67%	75%	10%	61%	-4%	6%
Veterans	54%	59%	-1%	54%	-6%	5%

### Student Learning Strengths

1. All teachers are utilizing a common instructional framework, centered on the gradual release model with a focus on academic vocabulary, visual stimuli, and processing tools.
2. At all levels, there has been an internalization and alignment of effective teaching practices that has transformed the collective mindset of the district.
3. More frequent, intentional and systematic observations of student learning in action (more classroom visits).
4. Professional development and resources have been customized to address identified gaps in knowledge or skills (i.e., focused PD for teachers, instructional leadership meetings with principals, lead teachers, etc.).

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers are not consistently ensuring student mastery of content at the conclusion of each lesson which is negatively impacting student learning

outcomes. **Root Cause:** A lack of consistent expectations and accountability for checking for understanding among teachers.

**Problem Statement 2 (Prioritized):** Classroom lessons reveal a gap in knowledge and planning of TEKS aligned instruction. **Root Cause:** There is a lack of clear guidelines provided to teachers for understanding and planning TEKS-aligned instruction.

**Problem Statement 3 (Prioritized):** Contracted service providers (professional development) tightly aligned to our strategic plan goals which may cause confusion for teachers or dilute the focus on our goals. **Root Cause:** Contracted service providers aren't aware of our strategic goals.

# District Processes & Programs

## District Processes & Programs Summary

**Strengths of our programs and process are leveraged in the district strategic plan through strategically aligned goals focused on continuous improvement to build common purpose and understanding, support system alignment and change, and through a cycle of improvement.**

- Goal 1: Focus on Student Success
  - All systems in place seek to develop habits of continuous improvement and focus on evidence-based approaches.
  - There is an increase of alignment of services through collaboration and effective partnerships, specifically in building understanding of academics through the marketing and communication of CTE content, college and career fairs, financial aid/scholarship events, & counseling program initiatives.
  - All students are supported across all levels and continuums from equity of services to transition processes.
- Goal 2: Focus on Family & Community Engagement
  - All systems in place seek to develop habits of continuous improvement and focus on evidence-based approaches.
  - There is an increase of alignment of services through parent education.
- Goal 3: Focus on Operational Excellence
  - All systems in place seek to develop habits of continuous improvement and focus on evidence-based approaches.
  - There is an increase of alignment of services through the improvement of facilities.
- Goal 4: Focus on Employees & Organizational Excellence
  - Teacher turnaround is low at approximately 4%.
  - All systems in place seek to develop habits of continuous improvement and focus on evidence-based approaches.
  - There is an increase of alignment of services through collaboration and effective partnerships, specifically in building understanding of academics through the marketing and communication of CTE content, college and career fairs, financial aid/scholarship events, & counseling program initiatives.
  - All students are supported across all levels and continuums from equity of services to transition processes.
  - District safety measures have increased across the district.
- Goal 5: Focus on Financial Stewardship
  - All systems in place seek to develop habits of continuous improvement and focus on evidence-based approaches.

**Priority areas of need are based on the patterns of trend in the data.**

- Disciplinary incidents are greater among secondary groups, specifically more so among 6<sup>th</sup> and 9<sup>th</sup> grade groups.
- There is a higher disciplinary incident rate in the areas of Possession/Use of Controlled Substance (1199 incidents), Fighting/Mutual Conduct (1189 incidents), and Aggressive/Threatening Behavior (857 incidents).
  - Possession/Use of Controlled Substance is higher among 9<sup>th</sup> grade groups.
  - Fighting/Mutual Conduct is higher among 6<sup>th</sup>, 8<sup>th</sup>, & 9<sup>th</sup> grade groups.
  - Aggressive/Threatening Behavior is higher among 5<sup>th</sup> & 6<sup>th</sup> grade groups.
- There is a significant increase of vaping incidents, specifically among 5<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade groups (since 2019 from 3 incidents to 307).

**Problem of Practice:** Incorporate a continuum of drug/substance abuse prevention activities for young students and adolescent students, among 3rd-9th grade groups, that includes prevention, skill development, and maintenance.

- **Universal prevention** (Tier 1) - lessons/activities focused on the general population, with the aim of deterring or delaying, basically preventing the onset of drug/substance abuse. (4 guidance lessons)
- **Selective prevention** (Tier 2) - lessons/activities focused on a select few of high risk groups or subsets of the general population believed to be at high risk of drug/substance abuse behavior. (group counseling by counselor, CIS, or outside partner)

- **Indicated prevention** (Tier 3) lessons/activities are focused on those already showing early danger signs, such as the initial stages of engaging in a high risk drug/substance abuse behavior. (group counseling by LPC, CIS, or outside partner & case managed by HS/DAEP social worker)

### **District Processes & Programs Strengths**

All systems and procedures in place seek to develop habits of continuous improvement and focus on evidence-based approaches, that provide equity of services for all students for instructional and school safety practices and programs.

- There is an increase of alignment of services through collaboration and effective partnerships, specifically in building understanding of academics through the marketing and communication of CTE content, college and career fairs, financial aid/scholarship events, & counseling program initiatives.
- All students are supported across all levels and continuums from equity of services to transition processes.
- There is an increase of alignment of services through parent education.
- There is an increase of alignment of services through the improvement of facilities.
- Teacher turnaround is low at approximately 4%.
- District safety measures have increased across the district.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a strong susceptibility to peer influence and exposure to slightly older students may have an impact among the 6th & 9th grade population. **Root Cause:** There is a limited continuum of drug/substance abuse education focused specifically on prevention for young students and adolescents.

**Problem Statement 2 (Prioritized):** There is a greater desire to fit in, curiosity, and self-medication among 6th & 9th grade groups. **Root Cause:** There is a limited continuum of drug/substance abuse education focused specifically on skill development prevention for young students and adolescents.

**Problem Statement 3 (Prioritized):** Drug/substance abuse prevention activities are limited to primary prevention, which focus on district wide initiatives and knowledge based lessons on the dangers of drug/substance abuse(prevention) but don't expand beyond secondary and tertiary prevention, which focus on skill development (resistance skills) and maintenance. **Root Cause:** There is a limited continuum of drug/substance abuse education focused

# Perceptions

## Perceptions Summary

The perceptions committee used multiple data sources to gather detailed information regarding perceptions from different stakeholders.

- The [Capturing Kids Hearts surveys](#) provided the committee with parent, student, admin. and teacher perceptions on individual campus culture.
- The 5 Lab Analytics and [PEIMS data](#) revealed a correlation between student chronic absenteeism and behavior types.
- The [Parent and Family Engagement survey](#) disclosed parent participation percentages.
- The 21-22 and [22-23](#) Campus Climate surveys identified the overall climate culture at campuses across the district.
- Multiple [TAPR reports](#) were used to review and compare attendance and dropout rates and identify patterns and trends.
- The [Social-Emotional Learning survey](#) provided how students and teachers perceive their skill development, safety, and positive climate.
- The [2022-2023 staff survey](#) gave input on teacher perceptions of parent engagement.

Other Data Sources Used:

[21-22 Parent and Family Engagement Spring Survey](#)

[Texas Performance Reporting System](#)

[Discipline Data](#)

[Discipline & Academics](#)

[Climate Comparison](#)

## Perceptions Strengths

- Staff and students describe learning environment positively in the elementary level.
- Students feel safe and feel a sense of belonging.
- Teachers feel supported in their work by each other and administrators.
- The dropout rate is decreasing.
- Our community feels welcomed in schools.
- We have created pathways to engage and support the community.

- Parents and staff have a common goal to support student learning.
- We communicate student academic performance with our parents.
- We engage all stakeholders with our vision, mission, goals, strategies, and high academic expectations.
- We share information with non-English speaking families.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is an increase in overall student discipline infractions. **Root Cause:** There is a lack of consistency in how campuses address disciplinary infractions and intervention supports.

**Problem Statement 2 (Prioritized):** There is a discrepancy in student perceptions of the overall campus climate among elementary and secondary students. **Root Cause:** There are inconsistencies in fidelity of intervention practices.

**Problem Statement 3 (Prioritized):** There are more severe disciplinary behavior types among students with chronic absenteeism. **Root Cause:** Students lack social/coping skills and mentoring supports.

**Problem Statement 4 (Prioritized):** There is continued low parent participation in parental engagement opportunities. **Root Cause:** Barriers exists that prevent parents from being more active participants in their child's learning.



# Priority Problem Statements

**Problem Statement 1:** Teachers are not consistently ensuring student mastery of content at the conclusion of each lesson which is negatively impacting student learning outcomes.

**Root Cause 1:** A lack of consistent expectations and accountability for checking for understanding among teachers.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Classroom lessons reveal a gap in knowledge and planning of TEKS aligned instruction.

**Root Cause 2:** There is a lack of clear guidelines provided to teachers for understanding and planning TEKS-aligned instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Contracted service providers (professional development) tightly aligned to our strategic plan goals which may cause confusion for teachers or dilute the focus on our goals.

**Root Cause 3:** Contracted service providers aren't aware of our strategic goals.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a strong susceptibility to peer influence and exposure to slightly older students may have an impact among the 6th & 9th grade population.

**Root Cause 4:** There is a limited continuum of drug/substance abuse education focused specifically on prevention for young students and adolescents.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** There is a greater desire to fit in, curiosity, and self-medication among 6th & 9th grade groups.

**Root Cause 5:** There is a limited continuum of drug/substance abuse education focused specifically on skill development prevention for young students and adolescents.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Drug/substance abuse prevention activities are limited to primary prevention, which focus on district wide initiatives and knowledge based lessons on the dangers of drug/substance abuse(prevention) but don't expand beyond secondary and tertiary prevention, which focus on skill development (resistance skills) and maintenance.

**Root Cause 6:** There is a limited continuum of drug/substance abuse education focused

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** There is an increase in overall student discipline infractions.

**Root Cause 7:** There is a lack of consistency in how campuses address disciplinary infractions and intervention supports.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** There is a discrepancy in student perceptions of the overall campus climate among elementary and secondary students.

**Root Cause 8:** There are inconsistencies in fidelity of intervention practices.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** There are more severe disciplinary behavior types among students with chronic absenteeism.

**Root Cause 9:** Students lack social/coping skills and mentoring supports.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** There is continued low parent participation in parental engagement opportunities.

**Root Cause 10:** Barriers exists that prevent parents from being more active participants in their child's learning.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

## 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 2024:

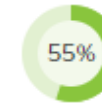
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 27% to 35%
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 32%
- \*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 71% to 72%

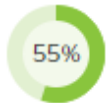





### HB3 Goal

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).  <b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 49% to 85% by May 24, 2024.  <b>Staff Responsible for Monitoring:</b> District leadership, district directors and campus administration  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Snacks Federal Programs- Department Meetings/ Trainings - Local (199) - 199.21.6499.00.915.99.0.00 - \$166.48, Office Supplies - Local (199) - 199.21.6499.00.915.99.0.00 - \$420, Istation - ESSER III (282) - \$168,544, ED Direction - ESSER III (282) - \$140,000, Fall 2023-Office Supplies Federal Programs - Title I (211) - 211.21.6399.00.915.24.0.00 - \$245.36, iLit - New Comer Language and Literacy Development - Title III (263) - \$11,896.50, Classkick - Listening and Speaking Modules - Title III (263) - \$46,199, 2023-2024 Compensatory Education Home Instruction (CEHI) Teacher Mileage - State Comp. (164) - \$3,000, CodeMonkey Software for Rivas/Caceres Coding Class - ESSER III (282) - \$2,880, Edusmart Online Resource for Science 5, 8 - ESSER III (282) - \$34,622.50, GT Testing Riverside - GT (168) - 168.11.6339.00.903.21.0.00 - \$21,270, GT Training Responsive Learning - GT (168) - 168.13.6299.00.903.21.00 - \$23,354, Spelling Bee Trophies & Medals - Local (199) - 199.36.6498.00.890.99.0.SB - \$436, ACES Trophies & Medals - Local (199) - 199.36.6498.00.881.99.0.00 - \$1,067, Region One - HB3 The Science of Reading Academies - ESSER III (282) - \$66,000, ValidateME! - Bilingual (162) - \$37,500, ACES (UIL) Working Lunch - Local (199) - 199.36.6499.00.881.99.0.00 - \$33, ACES (UIL) Extra Pay - Local (199) - 199.36.6118.00.881.99.0.EP - \$696, ACES (UIL) Extra Pay - Local (199) - 199.36.6121.00.881.99.0.EP - \$213.06, Snacks-Federal Programs - Local (199) - 199.21.6499.00.915.99.0.00 -		Formative			Summative
		Sept	Dec	Mar	June

\$291.48, GT Student Resources (Books) - GT (168) - 168.11.6329.00.903.21.0.00 - \$9.52, PK On My Way Scholastic - ESSER III (282) - \$46,200, Advanced Academics Misc. Operating Expenditures - Local (199) - 199.21.6499.00.920.99.0.00 - \$2,000, Misc. Operating Exp. (Alumni Bash) - Local (199) - 199.21.6499.00.920.99.0.00 - \$194.44, GT Student Resources- warehouse - GT (168) - 168.11.6399.00.903.21.0.00 - \$795.60, PK On My Way - ESSER III (282) - \$46,200, Teacher Supplies for Singleterry ARTES Program - Title IV (289) - \$2,000, Misc. Operating Expenses ACES - Local (199) - 199.36.6499.00.881.99.0.00 - \$3,590, SWANK - ESSER III (282) - 282.12.6399.00.908.11.0.LL - \$4,683, Follett School Solutions - ESSER III (282) - 282.12.6399.00.908.11.0.LL - \$22,093.77, Local 199-Superintendent and Board - Local (199) - \$176,206, Local - Board - Local (199) - \$103,843, Teacher Supplies for Munoz Elementary ARTES Program - Title IV (289) - \$1,196, Teacher Supplies for Munoz Elementary ARTES Program - Title IV (289) - \$141, Region One Texas Resource System - ESSER III (282) - \$64,450, Instructional Subscription Magazine for all Elementary Campuses ARTES Program - Title IV (289) - \$1,322, TNTP: Bilingual/ESL Dept - Bilingual (162) - \$180,783.50, TNTP: Bilingual/ESL Dept - Title II Teacher/Principal (255) - 180783.50, Academic Learning Velazquez Press: Bilingual/ESL Dept - Local (199) - \$6,450, Department Meetings/ Trainings Snacks Federal Programs - Local (199) - 199.21.6499.00.915.99.0.00 - \$392.48, Teacher Supplies for the Lenoir ARTES Program - Title IV (289) - \$371, Teacher Supplies for Truman Price ARTES Program - Title IV (289) - \$571, Teacher Supplies for Salinas ARTES Program - Title IV (289) - \$1,316, Region One TSI Inspire Calculator Training for Math Dept. - ESSER III (282) - \$14,400, Curriculum Writing Integrated Physics and Chemistry (IPC) - Title II Teacher/Principal (255) - \$1,200, Curriculum Enhancement: Bilingual/ESL Dept - Title II Teacher/Principal (255) - \$38,837, Contracted Services For Mariachi Consultant - Solis, Todd, DHS - Title IV (289) - \$20,000, Teacher Supplies for Adame Elementary ARTES Program - Title IV (289) - \$1,312, Teacher Supplies for Elementary ARTES Program (All Campuses) - Title IV (289) - \$11,514



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.  <b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 53% to 85% ,the use of visual stimuli from 54% to 85% and utilization of processing tools from 59% to 85% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. <b>Staff Responsible for Monitoring:</b> Campus administration, district directors, and strategists  <b>Results Driven Accountability</b> <b>Funding Sources:</b> TEA Math Academy PD (elementary) (attendance, substitutes) - Local (199) - \$6,000, Core Areas Curriculum Writing - Title II Teacher/Principal (255) - \$95,209, Language is Power 6th-8th Grade Kits: Bilingual/ESL Dept - Title III (263) - \$5,279.93	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.  <b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 44% to 90% by the end of the 2024 school year based on Eduphoria walkthroughs, Lead Teacher Google Forms and C&I Classroom Tracker. <b>Staff Responsible for Monitoring:</b> Campus administration, district leadership, directors and strategists.  <b>Funding Sources:</b> Seidlitz 7 Steps to a Language Rich, Interactive Classroom - Coaching: (Bil/ESL Department) - Bilingual (162) - \$172,800	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.  <b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at 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 75% to 100% proficient, and to 25% Distinguished by the end of 2024. <b>Staff Responsible for Monitoring:</b> Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership  <b>Results Driven Accountability</b> <b>Funding Sources:</b> Technology and district software renewals and new ,cell phones, onion - Local (199) - 6156,6249,6399.sw - \$436,110, Executive Director of Data Evaluation & Performance outcome(computer items) - Local (199) - \$4,000, Data Evaluation- Discipline Coordinator(computer items) - Local (199) - \$4,000, 23-24 Pathways - Graduation Tracking Tool - ESSER III (282) - \$17,719.50	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify



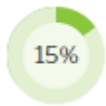



Discontinue





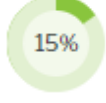







## Goal 2: Focus on Family and Community Engagement

**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





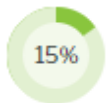

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Funding Sources:</b> Digital Communication Manager Stipend - Local (199), Marquee Software Installation - Local (199), Marquee Graphics Software (WeVideo) - Local (199), Laptops with additional graphics cards for DCM - Local (199), Finalsite Core Communications Platform, Mass Messaging System - Title I (211) - 211.61.6299.75.915.24.0.00 - \$26,315, Ballet Nepantla (Grit): Bilingual/ESL Dept - Bilingual (162) - \$24,000, Migrant PAC - Migrant (212) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
			N/A	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Funding Sources:</b> Food and Drinks for Donna North EB Academy Kickoff - Local (199), Donna North Dual Language Celebration: Food - Local (199) - \$486.75, Bilingual Dept. - Awards and Incentive Delias Tamales - Local (199) - \$300	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Funding Sources:</b> Family Engagement - 5 de Mayo 2023 - Local (199), Migrant PAC Meeting - Migrant (212) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Funding Sources:</b> Food and Drinks for Donna North EB Academy Kickoff - Local (199), Donna North Dual Language Celebration: Food - Local (199) - \$486.75	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Funding Sources:</b> Food and Drinks for Donna North EB Academy Kickoff - Local (199), Donna North Dual Language Celebration: Food - Local (199) - \$486.75	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 2: Focus on Family and Community Engagement

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




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









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Funding Sources:</b> Miscellaneous light snacks and refreshments for staff and parent training sessions/meetings. - Title I (211) - \$7,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, attending regional and state conferences, etc.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration  <b>Funding Sources:</b> - Title I (211) - \$10,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide professional development on the implementation of the District's truancy protocol. <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Intake Dept  <b>Funding Sources:</b> Lite snacks for training - Local (199)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 4.1(1): Identify and offer professional development opportunities to district and campus staff that support our board goals and overall organizational health. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration  <b>Funding Sources:</b> 23-24 Executive Director Leadership -Travel Evaluation - Local (199) - \$2,500, 23-24 Executive Director Leadership Discipline Coordinator- Travel - Local (199) - \$2,500, 23-24 Building a Biliteracy Trajectory - Biliteracy Squared.Org - ESSER III (282) - \$4,500, 23-24 Purchasing- Travels reimbursements-registration-membership - Local (199) - 6411/6299/6495 - \$3,199, 23-24 Technology-Travel reimbursements-Technician Mileage-registrations-vehicle registrations and inspections, maintenance on Noc - Local (199) - 6411/6499/6249 - \$92,810, 23-24 vehicle registrations, travel reimbursements, mileage, vehicle inspections, extra-pay, fuel, maintenance/repairs on vehicles, security services , - Maintenance, Trans., Custodial & Security (171) - 6411, 6499, 6246, 6299, 23-24 ACET Fall Conference-Federal Programs - Title I (211) - 211.21.6299.00.915.24.0.00 - \$600, 23-24 ESC 1 Texas Teacher Evaluation - Local (199) - \$475, 23-24 ESC 1 - BTLPT Test Prep Training - Bilingual (162) - \$9,900, 23-24 Region 13 State Compensatory Education and Pregnancy Related Services Fall 23 & Spring 24 Updates - Title IV (289) - \$110, 23-24 Capturing Kids' Heart Training Sweet Bread - Local (199) - 199.21.6499.00.915.99.0.00 - \$36, 23-24 Capturing Kids' Heart Training Fruit Cups - Local (199) - 199.21.6499.00.915.99.0.00 - \$151.60, 23-24 Texas Assessment Conference: Bilingual/ESL Dept - Local (199) - \$2,000, 23-24 Bilingual Supplement/BTLPT: Infante Education Center - Bilingual (162) - \$10,000, 23-24 TABE: C&I Dept - Bilingual (162) - \$9,000, 23-24 Employee Mileage Reimbursement - Local (199) - 199.21.6411.00.915.99.0.00 - \$22.34, DTC Fall Training: Bilingual/ESL Dept - Bilingual (162) - \$0, AMET Conference - Migrant (212) - \$5,000		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  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.



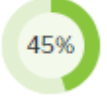


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Operational Excellence Committee will send a survey to seek updated input from administrators in charge of respective facilities. <b>Strategy's Expected Result/Impact:</b> Develop a long range 5-10 year plan to upgrade and/or maintain DISD facilities. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent for Business and Finance, Chief Operating Officer, Safety and Risk Department, Maintenance.	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Operational Excellence Committee will review the DISD Facilities Survey and compare it to the TASB Facilities Report to identify projects. <b>Strategy's Expected Result/Impact:</b> Compare survey to TASB study. <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee.	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The Operational Excellence Committee will prioritize projects via rubric. <b>Strategy's Expected Result/Impact:</b> Prioritized plan based on needs. <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee	Formative			Summative
	Sept	Dec	Mar	June
		N/A		

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade, and/or renovate projects based on resources available. <b>Strategy's Expected Result/Impact:</b> 5 year plan to upgrade/improve district facilities. <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee  <b>Funding Sources:</b> Telephones for New Teaching and Learning Annex Building: Bilingual/ESL Dept - Local (199), Furniture for New Teaching and Learning Annex Building: Bilingual/ESL Dept - Local (199), Cabling Phone Line - Local (199) - 199.21.6499.00.915.99.0.00 - \$40.45, Privacy Screen Filter - Local (199) - 199.21.6399.00.915.99.0.00 - \$43.95, OKI C610 CARTRIDGES - Title I (211) - 211.21.6399.00.915.24.0.00 - \$879.70, Ink Cartridges HP - Title I (211) - 211.21.6399.00.915.24.0.00 - \$169.66, 23-24 Employee Support Services - Door - Local (199) - \$523.64	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> DISD will adhere to all local and federal procurement regulations to secure all necessary bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Secure proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Business and Finance staff - purchasing department.  <b>Funding Sources:</b> Up-to-Date Computers (Bilingual/ESL Dept) - Local (199), Up-to-Date Technology (Migrant) - ESSER II (281), Purchasing - Bonfire bidding - Local (199) - 6299 - \$16,501, Bilingual Dept.- Office Supplies - Local (199) - \$1,435.69	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The Operational Excellence Committee will allocate funds to initiate and complete the plan of action for priority projects. <b>Strategy's Expected Result/Impact:</b> Allocated funding based on the 5 year plan. <b>Staff Responsible for Monitoring:</b> Business and Finance Office.	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The Operational Excellence committee will conduct research on safe, modern, flexible and efficient facilities, correlate with the safety security audit and publish its findings. <b>Strategy's Expected Result/Impact:</b> Data to ensure that proper planning is in order to secure safe, modern, flexible and efficient facilities. <b>Staff Responsible for Monitoring:</b> Operational Excellence Committee.	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: Focus On Operational Excellence

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

**Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Donna ISD custodial department will ensure janitorial supplies are readily available for campuses to clean and disinfect campus buildings to provide a safe learning environment. <b>Strategy's Expected Result/Impact:</b> Clean and safe buildings <b>Staff Responsible for Monitoring:</b> DISD custodial department	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Donna ISD's Child Nutrition Department will establish a quality assurance protocols that ensures daily kitchen operations are clean, safe, compliant, and are providing meals that meet/exceed basic federal mandates while being appealing for students to ensure successful learning outcomes. <b>Strategy's Expected Result/Impact:</b> Meet/Exceed Federal, State, Local Health/Nutrition Guidelines & Mandates; Have safe & secure kitchens <b>Staff Responsible for Monitoring:</b> Donna ISD CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Donna ISD will ensure to monitor all work orders to the maintenance department and ensure work orders are done in a timely manner to ensure safe conducive learning environments throughout the district. <b>Strategy's Expected Result/Impact:</b> Execution of work orders <b>Staff Responsible for Monitoring:</b> COO and Maintenance supervisor	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Donna ISD will monitor all bus routes, hire drivers and add routes as needed to ensure all students are provided with proper/safe transportation to and from school. <b>Strategy's Expected Result/Impact:</b> Transportation <b>Staff Responsible for Monitoring:</b> COO and Transportation Director  <b>Funding Sources:</b> Bus repairs - Maintenance, Trans., Custodial & Security (171) - 6246 - \$244,800	Formative			Summative
	Sept	Dec	Mar	June
		N/A		



No Progress



Accomplished



Continue/Modify



Discontinue



Goal 3: Focus On Operational Excellence

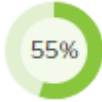





Performance Objective 3: Donna ISD will adhere to TEA's Chapter 61 School Safety Standards and ensure proper measures are in place for school safety.

High Priority

Evaluation Data Sources: Requisitions

Procedures

Safety Audits

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Donna ISD will ensure weekly door sweeps are done at each campus and have an electronic file at each school. <b>Strategy's Expected Result/Impact:</b> 100% of exterior doors at campuses will be checked on a weekly basis. <b>Staff Responsible for Monitoring:</b> Safety and Risk Department	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Donna ISD will implement a plan to ensure all measure required by TEA Safety Standards requirement are in place. <b>Strategy's Expected Result/Impact:</b> Installation of requirements <b>Staff Responsible for Monitoring:</b> Safety and Risk Management	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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



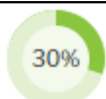
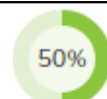




**Performance Objective 1:** 4.1 Develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> 4.1(1): Identify and offer professional development opportunities to district and campus staff that support our board goals and overall organizational health.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Leadership, Educational Services, Business &amp; Finance, Campus Administration</p> <p><b>Funding Sources:</b> 23-24 Executive Director Leadership -Travel Evaluation - Local (199) - \$2,500, 23-24 Executive Director Leadership Discipline Coordinator- Travel - Local (199) - \$2,500, 23-24 Building a Biliteracy Trajectory - Biliteracy Squared.Org - ESSER III (282) - \$4,500, 23-24 Purchasing- Travels reimbursements-registration-membership - Local (199) - 6411/6299/6495 - \$3,199, 23-24 Technology-Travel reimbursements-Technician Mileage-registrations-vehicle registrations and inspections, maintenance on Noc - Local (199) - 6411/6499/6249 - \$92,810, 23-24 vehicle registrations, travel reimbursements, mileage, vehicle inspections, extra-pay, fuel, maintenance/repairs on vehicles, security services , - Maintenance, Trans., Custodial &amp; Security (171) - 6411, 6499, 6246, 6299, 23-24 ACET Fall Conference-Federal Programs - Title I (211) - 211.21.6299.00.915.24.0.00 - \$600, 23-24 ESC 1 Texas Teacher Evaluation - Local (199) - \$475, 23-24 ESC 1 - BTLPT Test Prep Training - Bilingual (162) - \$9,900, 23-24 Region 13 State Compensatory Education and Pregnancy Related Services Fall 23 &amp; Spring 24 Updates - Title IV (289) - \$110, 23-24 Capturing Kids' Heart Training Sweet Bread - Local (199) - 199.21.6499.00.915.99.0.00 - \$36, 23-24 Capturing Kids' Heart Training Fruit Cups - Local (199) - 199.21.6499.00.915.99.0.00 - \$151.60, 23-24 Texas Assessment Conference: Bilingual/ESL Dept - Local (199) - \$2,000, 23-24 Bilingual Supplement/BTLPT: Infante Education Center - Bilingual (162) - \$10,000, 23-24 TABE: C&amp;I Dept - Bilingual (162) - \$9,000, 23-24 Employee Mileage Reimbursement - Local (199) - 199.21.6411.00.915.99.0.00 - \$400, DTC Fall Training: Bilingual/ESL Dept - Bilingual (162) - \$0, AMET Conference - Migrant (212) - \$5,000, 23-24 67th Annual TCA Professional Growth Conference - ESSER III (282) - \$1,846.02, 23-24 67th Annual TCA Professional Growth Conference - Title IV (289) - \$958.50, Migrant 23-24 Travel - Migrant (212) - \$5,000, Superintendent-Travel Expenses - Local (199) - \$14,450, Board-Travel Expenses - Local (199) - \$56,130, ESL Supplement Test Prep - Bilingual (162) - \$26,250, Staff Development Snacks: Bilingual/ESL Dept - Local (199) - \$800, TASA Midwinter Conference 2024 - Local (199) - 6299/6411 - \$2,273.86, Field House Travel-Registration 6411/6299 - Athletic Fund (181) - \$10,000, Field House Travel-Registration campuses 6411/6299 - Title IV (289) - \$3,200, Travel for GT Admin - GT (168) - 168.21.6411.00.903.21.0.00 - \$3,500, Travel for GT Teachers - GT (168) - 168.13.6411.00.903.21.0.00 - \$6,500, 7 Steps to a Language-Rich, Interactive Classroom Coaching: Bilingual/ESL Dept - Bilingual (162) - \$172,800, Region One Finance Advisory Training - Local (199), Migrant Education Program- Uniforms - Local (199) - \$499, TELPAS Academy/Camp Prep - Region I: Bilingual/ESL Dept -</p>				

Bilingual (162) - \$3,300, Professional Development/Training Public Relations - Local (199) - 199, 23-24 Region One Building Mental Health Leaders Grant - Tuition Reimbursement - Region One Building Mental Health Leaders (216) - \$17,160, 23-24 Region One Building Mental Health Leaders Grant - Mileage Reimbursement - Region One Building Mental Health Leaders (216) - \$3,000, 23-24 Region One Building Mental Health Leaders Grant - Childcare, Exam Cost, and/or Background Check Related Cost Reimbursement - Region One Building Mental Health Leaders (216) - \$4,815, 23-24 30th Annual SPI Counselor's Institute - ESSER III (282) - \$461.02, 23-24 Zones of Regulation Comprehensive Training - ESSER III (282) - \$880, 23-24 Region One Counselor Support Workshop: The Neuroscience of Self-Harm and Risk Management - ESSER III (282) - \$1,400, 23-24 HR TASB Virtual Workshop - Administering Pay Plans - Local (199) - \$225, PA SYSTEM- Teacher Trainings - Title II Teacher/Principal (255) - 255.13.6399.00.915.24.0.00 - \$1,167, 23-24 19th Annual Professional School Counselor Conference Reimbursement (Registration Fee and Travel Expenses) - ESSER III (282) - \$965.36, Bilingual Dept.- resources for trainings - Bilingual (162) - \$9,843, Bilingual Dept. -Mid Winter Conference TASA - Local (199) - \$635.47










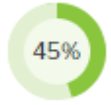
Strategy 2 Details	Reviews			
<b>Strategy 2: 4.1(2):</b> Design and implement guidelines, expectations, and high priority goals for principals and departments. <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals and departments that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3: 4.1(3):</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. <b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. <b>Staff Responsible for Monitoring:</b> Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration  <b>Funding Sources:</b> 23-24 Federal Programs Department Uniform Shirts - Local (199) - 199.21.6499.00.915.99.0.00 - \$211.50	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Donna ISD will ensure that all records are maintained and managed by the Records Department and Human Resources Department <b>Strategy's Expected Result/Impact:</b> All Documents are in the appropriate files and the appropriate files are appropriately scheduled for storage or destruction. <b>Staff Responsible for Monitoring:</b> Records Manager, Director of Human Resources.  <b>Funding Sources:</b> - Local (199) - 199.41.6499.00.733.99.0.00 - \$2,410	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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







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

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









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth wellness/mental health for district personnel. By 2027 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).  <b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).  [Staff Responsible for Implementation: Campus Administration] <b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management  <b>Funding Sources:</b> 23-24 ACP CreativIT - Title IV (289) - 289.52.6399.00.915.99.0.00 - \$15,575	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.2 Organizational (2): Provide at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.  <b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.  [Staff Responsible for Implementation: Athletic Director, PE Strategist, PE Teachers, Parent Liaisons, Nurses, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration] <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Athletic Director, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration  <b>Funding Sources:</b> 23-24 Athletic Fund - Repairs - Athletic Fund (181) - 6299 - \$3,023, 23-24 After School R.E.A.D.Y. Program-Extra Pay - Title IV (289) - \$52,000, Popcorn Machine:Biliteracy Celebrations - Local (199) - \$1,299.90, Bilingual Dept. Office Furniture - Local (199) - \$1,267.61	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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, &amp; system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2027.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Teachers, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, &amp; System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p><b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5: 4.2A Students (5):</b> Provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (building skills related to managing emotions, establishing and maintaining positive relationships, responsible decision-making, and resistance skills). 80% of students in grade PK-12 will participate in programs (i.e., Capturing Kid's Hearts, Bullying Prevention Activities, Drug &amp; Substance Abuse Activities, Suicide Prevention Activities, College &amp; Career Activities).</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Social Workers, Communities in Schools (CIS), Classroom Teachers, Physical Education Teachers, Nurses, Police Officers]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Social Workers, Campus Administration, SEL Supervisor, Athletic Director, PE Strategist, Health Services Director, Nutrition Director, Chief of Police, Leadership</p> <p><b>Funding Sources:</b> 23-24 Evaluation and Performance Student Handbook and Student Code of Conduct - Local (199) - \$0, 23-24 Mental Health Awareness Displays - Woodburn Press - Title IV (289) - \$4,892.96, 23-24 Mental Health America - Title IV (289) - \$199.91, 23-24 Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures Book - ESSER III (282) - \$213.75</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6: 4.2A Students (6):</b> Provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making).</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Social Workers]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Social Workers, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 7 Details		Reviews			
<b>Strategy 7: 4.2A Students (7):</b> Provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%  <b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively (conflict resolution, building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention activities related to substance abuse, suicide, bullying, violence; postsecondary planning & career readiness). 80% of students in grade PK-12 will participate in programs (i.e., Capturing Kid's Hearts, Zones of Regulation, Bouncy Ready to Learn, Bullying Prevention, Drug & Substance Abuse Prevention, Suicide Prevention, SEL, Positive Character Traits, College & Career).  [Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS)] <b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Communities in Schools (CIS), Teachers, Campus Administration, SEL Supervisor, Leadership  <b>Funding Sources:</b> 23-24 Bouncy Ready to Learn - ESSER III (282) - \$18,866, 23-24 Community In Schools - ESSER III (282) - \$737,500		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 8 Details		Reviews			
<b>Strategy 8: 4.2A Students (8):</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention education related to substance abuse, suicide, bullying, violence; postsecondary planning & career readiness).  [Staff Responsible for Implementation: Counselors, LPCs, Social Workers] <b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Social Workers, Campus Administration, SEL Supervisor, Leadership		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 9 Details		Reviews			
<b>Strategy 9: 4.2B Staff (9):</b> Provide employee's individualized counseling sessions through the Employee Assistance Program (EAP).  <b>Strategy's Expected Result/Impact:</b> Increase productivity and engagement, improve employee retention and satisfaction, encourage a positive work environment, and reduce the cost associated with employee turnover. <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management		Formative			Summative
		Sept	Dec	Mar	June
					



Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 4.2B Staff (10): Provide support to address employees' social and emotional well-being through an Adult Wellness LPC. <b>Strategy's Expected Result/Impact:</b> Support staff in need, address mental health and physical health needs, and many other challenges that can have an adverse effect on the employee. <b>Staff Responsible for Monitoring:</b> Human Resources, SEL Supervisor, Adult Wellness LPC  <b>Funding Sources:</b> 23-24 Renewal of network connectivity - ESSER III (282) - \$1,620	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 5: Focus On Financial Stewardship








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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.</p> <p><b>Staff Responsible for Monitoring:</b> Goal Committee</p> <p><b>Funding Sources:</b> Data Evaluation &amp; Performance Outcomes - Local (199), Technology Supplies, Software renewals and licenses - Local (199), Technology supplies for students , Cybersecurity - ESSER III (282), Tech water, copier, fed ex. - Local (199), Executive Director Evaluation Local Items Supplies Needed(whse or other supplies) - Local (199) - \$4,000, Executive Director Evaluation 2 Printers - Local (199) - \$2,000, Executive Director Discipline Coordinator(whse or other supplies) - Local (199) - \$4,000, Executive Director Discipline Coordinator(Printer) - Local (199) - \$1,000, Maintenance- supplies for project district wide - Maintenance, Trans., Custodial &amp; Security (171) - 6319 - \$740.57, supplies for transportation - Maintenance, Trans., Custodial &amp; Security (171) - 6319 - \$347,866, Supplies for transportation - Maintenance, Trans., Custodial &amp; Security (171) - 6399 - \$30,500, Purchasing- Supplies - Local (199) - 6399 - \$1,524, Technology-Office Supplies - Local (199) - 6399 - \$5,031, Police dept office supplies, uniforms and equipment, k9 veterinary and supplies, dispatch - Maintenance, Trans., Custodial &amp; Security (171) - 6399, 6499, 23-24 Student Support Services - Conference Table - Local (199) - \$667.88, 23-24 Employee Support Services - Office Chair - Local (199) - \$539.09, 2024 Human Resources Photo Web Cam, Supplies, &amp; Emergency Permits/Renewals - Local (199) - \$300</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## 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			
<b>Strategy 1:</b> The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts. <b>Strategy's Expected Result/Impact:</b> All departments will be in compliance with EDGAR and all regulations. <b>Staff Responsible for Monitoring:</b> Department Directors	Formative			Summative
	Sept	Dec	Mar	June
			N/A	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund-Fund Balance remains in unassigned classification. <b>Strategy's Expected Result/Impact:</b> Maintaining a healthy Fund Balance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Business and Finance	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 106.23

**Brief Description of SCE Services and/or Programs**

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alaniz, Alexa	Social Worker	1
Alcantara Galindo, Jesus	Instructional Aide	1
Alejandro, Abel	Instructional Aide	1
Alejo, Jacqueline	Instructional Aide	1
Alexander, Juanita Lee	Strategist - Instructional - SS	1
Aranda, Cristina Del Carmen	Teacher - Elementary	1
Arizpe, Erika	Strategist - Instructional - Math	1
Balderas, Michael	Teacher - Middle School	1
Basaldua Alvarado, Maria	Teacher -Middle School	1
Bolanos, Gerardo	Teacher - Middle School	1
Borrego, Tatiana	Instructional Aide	1
Borrego, Tiffany	Instructional Aide	1
Botello, David	Drill Instructor - Non-Military	1
Botello, Paula S	Drill Instructor - Non-Military	1
Caballero, Carolina	Teacher - Middle School	1
Campos, Sasha	Teacher - Middle School	1
Canales, Eunice	Teacher - High School	1
Cantu, Mark	Teacher - Middle School	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cardenas, Brianna	Instructional Aide	1
Cardenas, Kasie	Teacher - Middle School	1
Cardoza, Leslie Annette	Instructional Aide	1
Cardoza, Lynette	Instructional Aide	1
Cardoza, Melva	Instructional Aide	1
Carrasco Yanez, Karla	Instructional Aide	1
Casares, Julissa	Instructional Aide	1
Castaneda, David	Strategist - Instructional - SS	1
Castaneda, Jessica	Instructional Aide	1
Castaneda, Maria	Instructional Aide	1
Castillo, Janie C	Teacher - Elementary	0.5
Cereceres, Fidel	Teacher - High School	1
Chavez, Sonia Edith	Licensed Professional Counselor - MS	1
Chintapalli, Rama Krishna	Strategist - Instructional - Science	1
Cruz, Norma Estella	Counselor, Secondary	1
De la Garza Melva	Counselor, Secondary	1
De Leon, Joanna	Counselor - Secondary	1
Espinoza, Octavio	Teacher - Middle School	1
Figuerola, Jonathon Miles	Teacher - High School	1
Gamboa-Beltran, Michelle Yvonne	Counselor - Secondary	1
Garay, Araceli	Dean of Instruction	1
Garcia, Diana	Instructional Aide	1
Garcia, Kassandra	Instructional Aide	1
Garcia, Maria Candelaria	Clerk - Curriculum Specialist	1
Garcia, Samuel	Instructional Aide	1
Garza, Linda Celeste	Strategist - Instructional - ELA	1
Garza, Mayela	Instructional Aide	1
Garza, Sylvia Guzman	Licensed Professional Counselor - MS	1
Gilnack, Lizette	Instructional Aide	1
Gomez, Florestela	Strategist - Instructional - Science	1
Gonzalez Rivas, Ramiro	Instructional Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzalez, Juan	Instructional Aide	1
Gonzalez, Osvaldo	Teacher - High School	1
Gonzalez, Samantha	Instructional Aide	1
Gonzalez, Vanessa Ann	Counselor - Elementary	1
Gonzalez, Yvonne E	Instructional Aide	1
Gracia, Juan	Teacher - Elementary	1
Guerra, Aydee	Instructional Aide	1
Guerrero, Monica Anna	Gear Up Facilitator	0.19
Handy, Noelia Beatriz	Teacher - Elementary	0.5
Harris, Debra Lynn	Coordinator	1
Herbst, Lisa K	Gear Up Facilitator	0.17
Hernandez, Arturo	Licensed Professional Counselor - MS	1
Hernandez, Mary Jane	Instructional Aide	1
Hernandez, Monica Lizeth	Gear Up Facilitator	0.15
Hinojosa, Alejandro	Instructional Aide	1
Hunt, Kelly	Teacher - High School	1
Jimenez, Dulce	Instructional Aide	1
Juarez, Thalia	Teacher - High School	1
Konecny, Lisa	Specialist - Central Mental Health	1
Leija, Juanita Isabell	Instructional Aide	1
Lozano, Yovanna	Instructional Aide	1
Lugo, Sue	Instructional Aide	1
Luna, Melissa Ann	Social Worker	1
Macias, Ruth Patricia	Instructional Aide	1
Martinez, Mara Elia	Counselor - Secondary	1
Mccall, Esthela	Teacher - High School	1
Mendoza, Jessie R	Drill Instructor - Mon-Military	1
Mendoza, Juan Martin	Principal - DAEP	1
Mercado, Stella G	Counselor - Secondary	1
Montemayor, Leilani	Instructional Aide	1
Morales, Marisol	Instructional Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Moreno, Stephanie	Instructional Aide	1
Morin, Doris Ellen	Secretary - Campus - DAEP	1
Munoz, Briana	Instructional Aide	1
Munoz, Emily Marie	Instructional Aide	1
Nolasco, Abby B	Instructional Aide	1
Ocanas, Myranda	Instructional Aide	1
Ortiz, Maida	Instructional Aide	1
Pacheco, Sanjuanita	Instructional Aide	1
Pena, Jaime	Social Worker	1
Pina, Lupita	Teacher - Homebound	1
Portillo, Marlen	Teacher - Elementary	0.5
Ramirez, Denise	Teacher - High School	1
Ramirez, Monica	Gear Up Facilitator	0.22
Rivera, Analisa	Instructional Aide	1
Rivera, Nancy A	Licensed Professional Counselor - MS	1
Rodriguez, Juanita L	Instructional Aide	1
Salazar, Dibanhi	Instructional Aide	1
Salinas Silva, Alfonso Rubio	Teacher - High School	1
Sanchez Lira, Thelma	Counselor - Secondary	1
Sanchez, Maria L	Counselor - Secondary	1
Sauceda, Yolanda Leal	Specialist - Child Mental Health	1
Silva, Gladys	Counselor - Secondary	1
Solis, Felisha Enedina	Instructional Aide	1
Tamez, Oscar	Teacher - Homebound	1
Tarango, Pablo A	Teacher - Middle School	1
Torres, Lazaro	Instructional Aide	1
Torres, Myma	Instructional Aide	1
Torres-Mendez, Melissa Denise	Strategist - Instructional - ELA	1
Trevino, Brittany	Strategist - Instructional - Elem. Math	1
Valencia, Virgilio Bautista	Strategist - Instructional - ELA	1
Vining, Teresa D	Instructional Aide	1

# Title I

## 1.1: Comprehensive Needs Assessment

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

The 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 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.

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

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alaniz, Deborah Noemi	Parent Center Educator		1
Alegria, Delilah	Teacher-High School		.22
Alegria, Rose M	Library Aide		1
Alonzo, Yesenia Nicole	Instructional Aide		1
Alvarado, Anayari	Library Aide		1
Alvarado, Carlos	Teacher-High School		.22
Alvarado, Nelida Cerda	Coordinator-Federal Programs		1
Alvarez, Brianna Victoria	Teacher-High School		.35
Alvarez, Virginia	Instructional Aide		1
Baez Aguilar, Ana Alejandra	Instructional Aide		1
Baez, Ernesto Guerra	Teacher-Elementary		1
Bazan, Iliana Guadalupe	Teacher-High School		.32
Briones, Yvonne	Clerk-Dean of Instruction		1
Bustos, Nery Saray	Teacher-Middle School		1
Bustos, Veronica	Instructional Aide		1
Camacho, Nancy	Instructional Aide		1
Cano, Brittany Rae	Instructional Aide		1
Cardenas, Francisco	Dean of Instruction		1
Cardenas, Raul Rodolfo	Teacher-Middle School		1
Cardona, Maria Clementina	Teacher-Elementary		1
Cardoza, Lynette	Secretary-Federal Programs		1
Castillo Olivet Delgado	Teacher-Middle School		1
Castro Levine, Linda	Assistant Principal of Instruction		1
Cerda, Cecilia	Teacher-High School		.11
Colonga, Amanda Aveldia	Parent Center Educator		1
Cortez, Sandy C	Teacher-Middle School		1
Cuevas, Armando E.	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
De Hoyos, Ana Iris	Accountant		1
De La Cruz, Johana Jael	Teacher-High School		.22
De La Rosa, Juan J	Instructional Aide		1
De La Rosa, Roberto	Instructional Aide		1
De Leon, Noelia R.	Library Aide		1
DeLaGarza, Marissa H.	Assistant Principal of Instruction		1
Diaz, Ashley Nicole	Teacher-High School		1
Escovedo, Cynthia	Instructional Aide		1
Espinoza, April	Instructional Aide		1
Estrada, Joanna M.	Library Aide		1
Fonseca Cardenas, Ramon Federico	Teacher-High School		.25
Fox, Audrey Leanor	Teacher-High School		.22
Gallardo, Javier	Teacher-High School		.32
Garcia Ruiz, Ricardo	Teacher-High School		1
Garcia, Angela Aleman	Parent Center Educator		1
Garcia, Christian Samuel	Assistant Principal of Instruction		1
Garcia, Elsa Viola	Library Aide		1
Garcia, Juan M	Assistant Principal of Instruction		1
Garcia, Laryssa Raynah	Instructional Aide		1
Garcia, Maritza Elizabeth	Dean of Instruction		.22
Garcia, Veronica	Teacher-High School		.32
Garza Gonzalez, Iris	Parent Center Educator		1
Garza, Crystal Mae	Dean of Instruction		1
Garza, Irene	Nurse Aide		1
Garza, Julissa	Instructional Aide		1
Garza, Maria Vela	Instructional Aide		.57
Garza, Ruby Amanda	Teacher-High School		1
Gomez, Daisy	Teacher-High School		.11
Gonzales, Eliberto	Teacher-High School		.11
Gonzales, Josefa	Instructional Aide		1
Gonzalez, Amber Lynn	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Handy, Amanda	Teacher-High School		.22
Hernandez, Claudia Andrea	Instructional Aide		1
Hernandez, Jacqueline	Assistant Principal of Instruction		1
Hinojosa, Kassandra Leeann	Library Aide		1
Hinojosa, Odelia H.	Parent Center Educator		1
Hinojosa, Ricardo Noe	Teacher-High School		.32
Hooks, Maureen	Parent Center Educator		1
Infante, Teresa De Jesus	Teacher-Middle School		1
Isassi, Maria Del Rosario	Nurse Aide		1
Jackson, Noemi Guerrero	Assistant Principal of Instruction		1
Jackson, Teresa Martinez	Instructional Aide		1
Jasso, Daisy	Teacher-High School		.22
Lejia, Nora Y.	Instructional Aide		1
Limas, Joellen Carrizales	Nurse Aide		1
Longoria, Selena	Parent Center Educator		1
Losoya, Cynthia	Nurse Aide		1
Luna, Thelma	Dean of Instruction		1
Macias, Judith Alejandra	Parent Center Educator		1
Manrique, Magaly	Instructional Aide		1
Martinez, Alice	Parent Center Educator		1
Martinez, Alma I.	Instructional Aide		1
Martinez, Hilda Marie	Clerk-Dean of Instruction		1
Martinez, Mayra Maricela	Instructional Aide		1
Martinez, Rose M.	Assistant Principal of Instruction		1
Martinez, Samantha Sinai	Teacher-High School		.32
Martinez, Yasmin	Teacher-High School		.32
Mata, Diana Aracely	Parent Center Educator		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maycotte, Elizabeth	Instructional Aide		1
Medina, Claudia	Library Aide		1
Medina, Jacquelyn Ann	Teacher-High School		.35
Mejorado, Jessica G.	Instructional Aide		1
Mendez, Aissa Marie	Parent Center Educator		1
Mendez, Patricia	Assistant Principal of Instruction		1
Mendoza, Flor E.	Nurse Aide		1
Mercado, Tiffany	Instructional Aide		1
Montemayor, Leilani	Instructional Aide		1
Moreno, Deborah Irene	Library Aide		1
Moreno, Esperanza	Instructional Aide		1
Moreno, Maria Rebecca	Dean of Instruction		1
Moreno, Sarah Dee Rose	Teacher-High School		.22
Munoz, Belinda	Instructional Aide		1
Nino, Maria Teresa	Assistant Principal of Instruction		1
Oakley, Christopher G	Teacher-High School		.32
Ochoa, Sylvia	Teacher-High School		.11
Olguin, Sandra	Library Aide		1
Orozco, Anaisa	Instructional Aide		1
Orozco, Clarissa	Parent Center Educator		1
Ortega, Flor Estela	Teacher-Elementary		1
Ortega, Leticia	Nurse Aide		1
Ortiz, Maria G.	Teacher-Elementary		1
Partida, Clarissa Renee	Teacher-High School		.32
Pean-Zuniga, Margot Esther	Clerk-Federal Programs Part-Time		1
Pedroza, Zulia	Dean of Instruction		1
Pena, Marisol Jasly	Instructional Aide		1
Perez, Angie	Teacher-High School		.22
Perez, April Renee	Assistant Principal of Instruction		1
Perez, Noelia	Instructional Aide		1
Ramirez, David	Library Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ramirez, Maricela	Teacher-High School		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, Alonzo	Teacher-High School		.46
Reyes, Graciela R	Instructional Aide		1
Reyes, Irazema	Assistant Principal of Instruction		1
Reyes, Rachel	Instructional Aide		1
Reyes, Victor Emmanuel	Teacher-High School		.32
Rico, Maria Delia	Teacher-Elementary		1
Rico, Ruben	Teacher-High School		.11
Rivera, Dalila A.	Parent Center Educator		1
Robles, Rosalinda	Instructional Aide		1
Robles-del Angel, Wendy	Instructional Aide		1
Rocha, Blanca Flor	Teacher-High School		.35
Rodriguez Guerra, Manuel	Instructional Aide		1
Rodriguez, Claudia P.	Library Aide		1
Rodriguez, Gabriela Anaize	Instructional Aide		1
Rodriguez, Hillary Ann	Instructional Aide		1
Rodriguez, Lloana E	Instructional Aide		1
Rojas, Priscilla	Instructional Aide		1
Rosales, Reyna E	Instructional Aide		1
Rosales, Sylvia	Instructional Aide		1
Rosas, Ashley Nicole	Instructional Aide		1
Ruiz Luna, Gladis I	Instructional Aide		1
Ruiz, Belinda Aileen	Teacher-High School		1
Saenz, Corina Carla	Dean of Instruction		1
Salcedo, Denisse	Library Aide		1
Salinas, Marisela Rico	Library Aide		1
Sanchez, Andres	Teacher-High School		.22

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sanchez, Gaspar	Instructional Aide		1
Sanchez, Linda Janet	Nurse Aide		1
SantaCruz, Victoria	Teacher-High School 1		.22
Santana, Brenda Lee	Teacher-High School		.11
Santos, Kyrisila Perez	Teacher-High School		.32
Santoy, Rita Nicole	Parent Center Educator		1
Sauceda, Luis Roman	Teacher-High School		.43
Schmutz, Melissa Jane	Assistant Principal of Instruction		1
Sepulveda, Juanita	Nurse Aide		1
Serrano Hernandez, Luis I	Teacher-High School		.22
Singleterry, Belia	Instructional Aide		1
Smith, Richard Christopher	Teacher-High School		.46
Sosa, Sandra Ortiz	Teacher-High School		.22
Spence, Thalia Anahi	Teacher-High School		.32
Tamez, Tomas	Director-Parental Involvement		1
Torres, Gabriela	Instructional Aide		1
Torres, Lazaro	Instructional Aide		1
Tovar, Maria L	Teacher-Middle School		1
Trevino, Adrian F	Teacher-High School		.22
Trevino, Brittany	Assistant Principal of Instruction		1
Tristan, Maria De Jesus	Parent Center Educator		1
Uvalle-Castro, Karla Y	Dean of Instruction		1
Valderas, Nicanora Maria	Teacher-High School		.43
Valdez, Adrian Isaias	Teacher-Middle School		1
Valdez, Danyelle	Library Aide		1
Valenzuela, Maria F.	Parent Center Educator		1
Valenzuela, Norma L.	Parent Center Educator		1
Vargas, Marco J	Instructional Aide		1
Vega, Jessica	Library Aide		1
Vela, Ivy June	Instructional Aide		1
Vento, Lori Eleanor	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Villarreal, Ana Maria	Instructional Aide		1
Villegas, Claudia Janet	Nurse Aide		1
Willingham, Angelica	Assistant Principal of Instruction		1
Wong, Scarleth	Library Aide		1
Yanez, April Jazmyne	Teacher-High School		.22
Yanez, Jamie	Nurse Aide		1
Ybarra, Aaron Eli	Instructional Aide		1
Zamago, Francisco	Teacher-High School		.32
Zamora, Martha L	Teacher-Middle School		1
Zamorano, Belinda	Instructional Aide		1
Zuniga, Eleazar	Teacher-High School		.22
Zuniga, Lorena	Library Aide		1



# District Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TNTP: Bilingual/ESL Dept		\$180,783.50
1	1	1	ValidateME!		\$37,500.00
1	1	3	Seidlitz 7 Steps to a Language Rich, Interactive Classroom - Coaching: (Bil/ESL Department)		\$172,800.00
2	1	1	Ballet Nepantla (Grit): Bilingual/ESL Dept		\$24,000.00
2	2	5	DTC Fall Training: Bilingual/ESL Dept		\$0.00
2	2	5	23-24 ESC 1 - BTLPT Test Prep Training		\$9,900.00
2	2	5	23-24 Bilingual Supplement/BTLPT: Infante Education Center		\$10,000.00
2	2	5	23-24 TABE: C&I Dept		\$9,000.00
4	1	1	DTC Fall Training: Bilingual/ESL Dept		\$0.00
4	1	1	23-24 ESC 1 - BTLPT Test Prep Training		\$9,900.00
4	1	1	23-24 Bilingual Supplement/BTLPT: Infante Education Center		\$10,000.00
4	1	1	23-24 TABE: C&I Dept		\$9,000.00
4	1	1	Bilingual Dept.- resources for trainings		\$9,843.00
4	1	1	TELPAS Academy/Camp Prep - Region I: Bilingual/ESL Dept		\$3,300.00
4	1	1	ESL Supplement Test Prep		\$26,250.00
4	1	1	7 Steps to a Language-Rich, Interactive Classroom Coaching: Bilingual/ESL Dept		\$172,800.00
Sub-Total					\$685,076.50
Budgeted Fund Source Amount					\$828,617.00
+/- Difference					\$143,540.50
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2023-2024 Compensatory Education Home Instruction (CEHI) Teacher Mileage		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$8,726,244.00

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$8,723,244.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$470,482.00
+/- Difference					\$470,482.00
GT (168)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GT Training Responsive Learning	168.13.6299.00.903.21.00	\$23,354.00
1	1	1	GT Student Resources (Books)	168.11.6329.00.903.21.0.00	\$9.52
1	1	1	GT Testing Riverside	168.11.6339.00.903.21.0.00	\$21,270.00
1	1	1	GT Student Resources- warehouse	168.11.6399.00.903.21.0.00	\$795.60
4	1	1	Travel for GT Admin	168.21.6411.00.903.21.0.00	\$3,500.00
4	1	1	Travel for GT Teachers	168.13.6411.00.903.21.0.00	\$6,500.00
Sub-Total					\$55,429.12
Budgeted Fund Source Amount					\$81,038.16
+/- Difference					\$25,609.04
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Spelling Bee Trophies & Medals	199.36.6498.00.890.99.0.SB	\$436.00
1	1	1	Misc. Operating Expenses ACES	199.36.6499.00.881.99.0.00	\$3,590.00
1	1	1	Local 199-Superintendent and Board		\$176,206.00
1	1	1	Department Meetings/ Trainings Snacks Federal Programs	199.21.6499.00.915.99.0.00	\$392.48
1	1	1	Academic Learning Velazquez Press: Bilingual/ESL Dept		\$6,450.00
1	1	1	Advanced Academics Misc. Operating Expenditures	199.21.6499.00.920.99.0.00	\$2,000.00
1	1	1	Snacks-Federal Programs	199.21.6499.00.915.99.0.00	\$291.48
1	1	1	ACES (UIL) Extra Pay	199.36.6121.00.881.99.0.EP	\$213.06
1	1	1	ACES (UIL) Extra Pay	199.36.6118.00.881.99.0.EP	\$696.00
1	1	1	Office Supplies	199.21.6499.00.915.99.0.00	\$420.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ACES Trophies & Medals	199.36.6498.00.881.99.0.00	\$1,067.00
1	1	1	Snacks Federal Programs- Department Meetings/ Trainings	199.21.6499.00.915.99.0.00	\$166.48
1	1	1	Local - Board		\$103,843.00
1	1	1	Misc. Operating Exp. (Alumni Bash)	199.21.6499.00.920.99.0.00	\$194.44
1	1	1	ACES (UIL) Working Lunch	199.36.6499.00.881.99.0.00	\$33.00
1	1	2	TEA Math Academy PD (elementary) (attendance, substitutes)		\$6,000.00
1	1	4	Technology and district software renewals and new ,cell phones, onion	6156,6249,6399.sw	\$436,110.00
1	1	4	Executive Director of Data Evaluation & Performance outcome(computer items)		\$4,000.00
1	1	4	Data Evaluation- Discipline Coordinator(computer items)		\$4,000.00
2	1	1	Laptops with additional graphics cards for DCM		\$0.00
2	1	1	Digital Communication Manager Stipend		\$0.00
2	1	1	Marquee Graphics Software (WeVideo)		\$0.00
2	1	1	Marquee Software Installation		\$0.00
2	1	2	Bilingual Dept. - Awards and Incentive Delias Tamales		\$300.00
2	1	2	Donna North Dual Language Celebration: Food		\$486.75
2	1	2	Food and Drinks for Donna North EB Academy Kickoff		\$0.00
2	1	3	Family Engagement - 5 de Mayo 2023		\$0.00
2	1	4	Donna North Dual Language Celebration: Food		\$486.75
2	1	4	Food and Drinks for Donna North EB Academy Kickoff		\$0.00
2	1	5	Donna North Dual Language Celebration: Food		\$486.75
2	1	5	Food and Drinks for Donna North EB Academy Kickoff		\$0.00
2	2	4	Lite snacks for training		\$0.00
2	2	5	23-24 Capturing Kids' Heart Training Sweet Bread	199.21.6499.00.915.99.0.00	\$36.00
2	2	5	23-24 Executive Director Leadership -Travel Evaluation		\$2,500.00
2	2	5	23-24 Employee Mileage Reimbursement	199.21.6411.00.915.99.0.00	\$22.34
2	2	5	23-24 Technology-Travel reimbursements-Technician Mileage-registrations-vehicle registrations and inspections, maintenance on Noc	6411/6499/6249	\$92,810.00
2	2	5	23-24 Executive Director Leadership Discipline Coordinator- Travel		\$2,500.00
2	2	5	23-24 ESC 1 Texas Teacher Evaluation		\$475.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	23-24 Texas Assessment Conference: Bilingual/ESL Dept		\$2,000.00
2	2	5	23-24 Purchasing- Travels reimbursements-registration-membership	6411/6299/6495	\$3,199.00
2	2	5	23-24 Capturing Kids' Heart Training Fruit Cups	199.21.6499.00.915.99.0.00	\$151.60
3	1	4	Telephones for New Teaching and Learning Annex Building: Bilingual/ESL Dept		\$0.00
3	1	4	Cabling Phone Line	199.21.6499.00.915.99.0.00	\$40.45
3	1	4	Furniture for New Teaching and Learning Annex Building: Bilingual/ESL Dept		\$0.00
3	1	4	23-24 Employee Support Services - Door		\$523.64
3	1	4	Privacy Screen Filter	199.21.6399.00.915.99.0.00	\$43.95
3	1	5	Bilingual Dept.- Office Supplies		\$1,435.69
3	1	5	Purchasing - Bonfire bidding	6299	\$16,501.00
3	1	5	Up-to-Date Computers (Bilingual/ESL Dept)		\$0.00
4	1	1	23-24 HR TASB Virtual Workshop - Administering Pay Plans		\$225.00
4	1	1	23-24 Capturing Kids' Heart Training Sweet Bread	199.21.6499.00.915.99.0.00	\$36.00
4	1	1	Staff Development Snacks: Bilingual/ESL Dept		\$800.00
4	1	1	Bilingual Dept. -Mid Winter Conference TASA		\$635.47
4	1	1	Superintendent-Travel Expenses		\$14,450.00
4	1	1	TASA Midwinter Conference 2024	6299/6411	\$2,273.86
4	1	1	Board-Travel Expenses		\$56,130.00
4	1	1	23-24 Executive Director Leadership -Travel Evaluation		\$2,500.00
4	1	1	Professional Development/Training Public Relations	199	\$0.00
4	1	1	Region One Finance Advisory Training		\$0.00
4	1	1	23-24 Employee Mileage Reimbursement	199.21.6411.00.915.99.0.00	\$400.00
4	1	1	Migrant Education Program- Uniforms		\$499.00
4	1	1	23-24 Technology-Travel reimbursements-Technician Mileage-registrations-vehicle registrations and inspections, maintenance on Noc	6411/6499/6249	\$92,810.00
4	1	1	23-24 Executive Director Leadership Discipline Coordinator- Travel		\$2,500.00
4	1	1	23-24 ESC 1 Texas Teacher Evaluation		\$475.00
4	1	1	23-24 Texas Assessment Conference: Bilingual/ESL Dept		\$2,000.00
4	1	1	23-24 Purchasing- Travels reimbursements-registration-membership	6411/6299/6495	\$3,199.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	23-24 Capturing Kids' Heart Training Fruit Cups	199.21.6499.00.915.99.0.00	\$151.60
4	1	3	23-24 Federal Programs Department Uniform Shirts	199.21.6499.00.915.99.0.00	\$211.50
4	1	4		199.41.6499.00.733.99.0.00	\$2,410.00
4	2	2	Bilingual Dept. Office Furniture		\$1,267.61
4	2	2	Popcorn Machine:Biliteracy Celebrations		\$1,299.90
4	2	5	23-24 Evaluation and Performance Student Handbook and Student Code of Conduct		\$0.00
5	1	1	23-24 Employee Support Services - Office Chair		\$539.09
5	1	1	2024 Human Resources Photo Web Cam, Supplies, & Emergency Permits/Renewals		\$300.00
5	1	1	23-24 Student Support Services - Conference Table		\$667.88
5	1	1	Executive Director Discipline Coordinator(whse or other supplies)		\$4,000.00
5	1	1	Executive Director Discipline Coordinator(Printer)		\$1,000.00
5	1	1	Data Evaluation & Performance Outcomes		\$0.00
5	1	1	Technology Supplies, Software renewals and licenses		\$0.00
5	1	1	Technology-Office Supplies	6399	\$5,031.00
5	1	1	Executive Director Evaluation 2 Printers		\$2,000.00
5	1	1	Executive Director Evaluation Local Items Supplies Needed(whse or other supplies)		\$4,000.00
5	1	1	Tech water, copier, fed ex.		\$0.00
5	1	1	Purchasing- Supplies	6399	\$1,524.00
Sub-Total					\$1,073,443.77
Budgeted Fund Source Amount					\$71,684,588.00
+/- Difference					\$70,611,144.23
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fall 2023-Office Supplies Federal Programs	211.21.6399.00.915.24.0.00	\$245.36
2	1	1	Finalsite Core Communications Platform, Mass Messaging System	211.61.6299.75.915.24.0.00	\$26,315.00
2	2	2	Miscellaneous light snacks and refreshments for staff and parent training sessions/meetings.		\$7,000.00
2	2	3			\$10,000.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	23-24 ACET Fall Conference-Federal Programs	211.21.6299.00.915.24.0.00	\$600.00
3	1	4	OKI C610 CARTRIDGES	211.21.6399.00.915.24.0.00	\$879.70
3	1	4	Ink Cartridges HP	211.21.6399.00.915.24.0.00	\$169.66
4	1	1	23-24 ACET Fall Conference-Federal Programs	211.21.6299.00.915.24.0.00	\$600.00
Sub-Total					\$45,809.72
Budgeted Fund Source Amount					\$9,336,296.00
+/- Difference					\$9,290,486.28
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Migrant PAC		\$2,000.00
2	1	3	Migrant PAC Meeting		\$1,000.00
2	2	5	AMET Conference		\$5,000.00
4	1	1	AMET Conference		\$5,000.00
4	1	1	Migrant 23-24 Travel		\$5,000.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$575,522.00
+/- Difference					\$557,522.00
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	TNTP: Bilingual/ESL Dept	180783.50	\$0.00
1	1	1	Curriculum Writing Integrated Physics and Chemistry (IPC)		\$1,200.00
1	1	1	Curriculum Enhancement: Bilingual/ESL Dept		\$38,837.00
1	1	2	Core Areas Curriculum Writing		\$95,209.00
4	1	1	PA SYSTEM- Teacher Trainings	255.13.6399.00.915.24.0.00	\$1,167.00
Sub-Total					\$136,413.00
Budgeted Fund Source Amount					\$1,073,636.00
+/- Difference					\$937,223.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classkick - Listening and Speaking Modules		\$46,199.00
1	1	1	iLit - New Comer Language and Literacy Development		\$11,896.50
1	1	2	Language is Power 6th-8th Grade Kits: Bilingual/ESL Dept		\$5,279.93
Sub-Total					\$63,375.43
Budgeted Fund Source Amount					\$671,472.00
+/- Difference					\$608,096.57
Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$365,763.00
+/- Difference					\$365,763.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies for Elementary ARTES Program (All Campuses)		\$11,514.00
1	1	1	Teacher Supplies for the Lenoir ARTES Program		\$371.00
1	1	1	Teacher Supplies for Singleterry ARTES Program		\$2,000.00
1	1	1	Teacher Supplies for Salinas ARTES Program		\$1,316.00
1	1	1	Teacher Supplies for Munoz Elementary ARTES Program		\$1,196.00
1	1	1	Contracted Services For Mariachi Consultant - Solis, Todd, DHS		\$20,000.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies for Adame Elementary ARTES Program		\$1,312.00
1	1	1	Teacher Supplies for Truman Price ARTES Program		\$571.00
1	1	1	Teacher Supplies for Munoz Elementary ARTES Program		\$141.00
1	1	1	Instructional Subscription Magazine for all Elementary Campuses ARTES Program		\$1,322.00
2	2	5	23-24 Region 13 State Compensatory Education and Pregnancy Related Services Fall 23 & Spring 24 Updates		\$110.00
4	1	1	23-24 67th Annual TCA Professional Growth Conference		\$958.50
4	1	1	Field House Travel-Registration campuses 6411/6299		\$3,200.00
4	1	1	23-24 Region 13 State Compensatory Education and Pregnancy Related Services Fall 23 & Spring 24 Updates		\$110.00
4	2	1	23-24 ACP CreativIT	289.52.6399.00.915.99.0.00	\$15,575.00
4	2	2	23-24 After School R.E.A.D.Y. Program-Extra Pay		\$52,000.00
4	2	5	23-24 Mental Health Awareness Displays - Woodburn Press		\$4,892.96
4	2	5	23-24 Mental Health America		\$199.91
Sub-Total					\$116,789.37
Budgeted Fund Source Amount					\$696,586.00
+/- Difference					\$579,796.63
Idea B (255)					
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
+/- 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	CodeMonkey Software for Rivas/Caceres Coding Class		\$2,880.00
1	1	1	ED Direction		\$140,000.00
1	1	1	Region One TSI Inspire Calculator Training for Math Dept.		\$14,400.00
1	1	1	PK On My Way Scholastic		\$46,200.00
1	1	1	SWANK	282.12.6399.00.908.11.0.LL	\$4,683.00
1	1	1	Istation		\$168,544.00
1	1	1	Region One - HB3 The Science of Reading Academies		\$66,000.00
1	1	1	PK On My Way		\$46,200.00
1	1	1	Region One Texas Resource System		\$64,450.00
1	1	1	Follett School Solutions	282.12.6399.00.908.11.0.LL	\$22,093.77
1	1	1	Edusmart Online Resource for Science 5, 8		\$34,622.50
1	1	4	23-24 Pathways - Graduation Tracking Tool		\$17,719.50
2	2	5	23-24 Building a Biliteracy Trajectory - Biliteracy Squared.Org		\$4,500.00
4	1	1	23-24 Zones of Regulation Comprehensive Training		\$880.00
4	1	1	23-24 Building a Biliteracy Trajectory - Biliteracy Squared.Org		\$4,500.00
4	1	1	23-24 19th Annual Professional School Counselor Conference Reimbursement (Registration Fee and Travel Expenses)		\$965.36

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	23-24 Region One Counselor Support Workshop: The Neuroscience of Self-Harm and Risk Management		\$1,400.00
4	1	1	23-24 30th Annual SPI Counselor's Institute		\$461.02
4	1	1	23-24 67th Annual TCA Professional Growth Conference		\$1,846.02
4	2	5	23-24 Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures Book		\$213.75
4	2	7	23-24 Bouncy Ready to Learn		\$18,866.00
4	2	7	23-24 Community In Schools		\$737,500.00
4	2	10	23-24 Renewal of network connectivity		\$1,620.00
5	1	1	Technology supplies for students , Cybersecurity		\$0.00
Sub-Total					\$1,400,544.92
Budgeted Fund Source Amount					\$75,676,784.00
+/- Difference					\$74,276,239.08
ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Up-to-Date Technology (Migrant)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,685,275.00
+/- Difference					\$33,685,275.00
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
IDEA ARP (284)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$240,640.00

IDEA ARP (284)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$240,640.00
IDEA ARP Preschool (285)					
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$50,000.00
State Textbook Fund (410)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$76,890.00
+/- Difference					\$76,890.00
Capital Projects (699)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$103,000.00
+/- Difference					\$103,000.00
Maintenance, Trans., Custodial & Security (171)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	23-24 vehicle registrations, travel reimbursements, mileage, vehicle inspections, extra-pay, fuel, maintenance/repairs on vehicles, security services ,	6411, 6499, 6246, 6299	\$0.00
3	2	4	Bus repairs	6246	\$244,800.00

Maintenance, Trans., Custodial & Security (171)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	23-24 vehicle registrations, travel reimbursements, mileage, vehicle inspections, extra-pay, fuel, maintenance/repairs on vehicles, security services ,	6411, 6499, 6246, 6299	\$0.00
5	1	1	Police dept office supplies, uniforms and equipment, k9 veterinary and supplies, dispatch	6399, 6499	\$0.00
5	1	1	supplies for transportation	6319	\$347,866.00
5	1	1	Maintenance- supplies for project district wide	6319	\$740.57
5	1	1	Supplies for transportation	6399	\$30,500.00
Sub-Total					\$623,906.57
Budgeted Fund Source Amount					\$623,906.57
+/- Difference					\$0.00
Athletic Fund (181)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Field House Travel-Registration 6411/6299		\$10,000.00
4	2	2	23-24 Athletic Fund - Repairs	6299	\$3,023.00
Sub-Total					\$13,023.00
Budgeted Fund Source Amount					\$13,023.00
+/- Difference					\$0.00
Region One Building Mental Health Leaders (216)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	23-24 Region One Building Mental Health Leaders Grant - Childcare, Exam Cost, and/or Background Check Related Cost Reimbursement		\$4,815.00
4	1	1	23-24 Region One Building Mental Health Leaders Grant - Tuition Reimbursement		\$17,160.00
4	1	1	23-24 Region One Building Mental Health Leaders Grant - Mileage Reimbursement		\$3,000.00
Sub-Total					\$24,975.00
Budgeted Fund Source Amount					\$24,975.00
+/- Difference					\$0.00
Grand Total Budgeted					\$208,524,187.73
Grand Total Spent					\$4,259,786.40
+/- Difference					\$204,264,401.33

# Addendums

## DISTRICT IMPROVEMENT PLAN CHECKLIST

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

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

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

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





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



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



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



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



	<p><b>Evaluation:</b> 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.</p> <p>The schoolwide CIP must address how the school will determine if student needs have been met.</p>	
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**Notes / Other Considerations:**

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

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

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



## **Donna Independent School District**

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

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

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

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

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

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

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

**School Parent Compact:**

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

**Building Capacity for Involvement:**

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

**Accessibility:**

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





## **Donna Independent School District**

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

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

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

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

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

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

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

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

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

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

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

**Accesibilidad:**

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





"THE DISTRICT"

# Donna Independent School District

"THE DISTRICT"

## PARENT NOTICE

### BOARD OF TRUSTEES

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Assistant Superintendent  
for Elementary  
Leadership

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

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

Dear Parent or Guardian:

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

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

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

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

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

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

Sincerely,

Superintendent

## 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)	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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).

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

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>Migrant Liaison</li> <li>Migrant Strategists</li> <li>Migrant Teachers</li> <li>NGS Clerks</li> </ul>	<ul style="list-style-type: none"> <li>PFS Monthly Report</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	Before First Day of School	<ul style="list-style-type: none"> <li>Migrant Director</li> </ul>	<ul style="list-style-type: none"> <li>PFS Action Plan</li> </ul>
Additional Activities			
<p>Data from benchmark testing as well as Imagine Math and Istation reports will be reviewed for PFS Students.</p> <ul style="list-style-type: none"> <li>Reading will be the focus for PFS students in grades K-2</li> <li>STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 9-12.</li> <li>STAAR testing for Reading and Math will be the focus for PFS students in grades 3-8.</li> </ul>	Istation – 2x per year Imagine Math – 2x per year Grades – 2 <sup>nd</sup> & 5 <sup>th</sup> six weeks	<ul style="list-style-type: none"> <li>Migrant Coordinator</li> <li>Migrant Strategist</li> <li>Migrant Family Services Coordinator</li> <li>Migrant Teachers</li> <li>Curriculum Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Student conference logs</li> <li>PFS Student Progress Review Form</li> <li>PFS Student Action Plan</li> </ul>

PFS Progress Reviews will be secured	Twice a year	<ul style="list-style-type: none"> <li>PFS Contact</li> </ul>	<ul style="list-style-type: none"> <li>Progress Review Form/Reports</li> </ul>
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>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</li> </ul>	Yearly	<ul style="list-style-type: none"> <li>Migrant Strategist</li> <li>Migrant Family Services Coordinator</li> <li>Migrant Community Liaison</li> <li>Migrant Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sign-In sheet for campus training</li> <li>Email</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>Migrant Strategist</li> <li>Migrant Community Liaison</li> <li>Migrant Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>PFS Monthly Distribution Log</li> <li>Email</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	Sept - June	<ul style="list-style-type: none"> <li>Migrant Coordinator</li> <li>Migrant Strategist</li> <li>Migrant Family Services Coordinator</li> <li>Migrant Teachers</li> <li>Migrant Community Liaison</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact Log</li> <li>PAC Meeting Agenda</li> <li>Sign-In Sheet</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	Sept - June	<ul style="list-style-type: none"> <li>Migrant Strategists</li> <li>Migrant Family Services Coordinator</li> <li>Migrant Community Liaison</li> <li>Migrant Teachers</li> <li>Migrant Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Parent Phone Contact Log</li> <li>Home visit/Parent Contact Log</li> <li>PFS Student Progress Review</li> <li>TEAMS reports</li> </ul>
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>During the fall semester of the academic calendar the district's Title-1 Part C Migrant Coordinator/MEP staff will provide training to</li> </ul>	Oct 2022	<ul style="list-style-type: none"> <li>Migrant Strategist</li> <li>Migrant Family Services Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Sign-In sheet/log</li> <li>Agenda</li> </ul>

Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report.		<ul style="list-style-type: none"> <li>• Migrant Community Liaison</li> <li>• Migrant Coordinator</li> </ul>	
<ul style="list-style-type: none"> <li>▪ District websites, Marquees, Social Media will be utilized as communication tools.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• MEP Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Public notice</li> <li>• Marquee display</li> </ul>
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	Sept - June	<ul style="list-style-type: none"> <li>• Migrant Coordinator</li> <li>• Migrant Strategist</li> <li>• Migrant Teacher</li> <li>• Principal/designee</li> </ul>	<ul style="list-style-type: none"> <li>• Migrant Elem Pull-Out Tutorial</li> <li>• Student Supplemental Service Sign-In sheet</li> </ul>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	Sept - June	<ul style="list-style-type: none"> <li>• Migrant Coordinator</li> <li>• Migrant Strategist</li> <li>• Migrant Teacher</li> <li>• Principal/designee</li> </ul>	<ul style="list-style-type: none"> <li>• Migrant Elem Pull-Out Tutorial</li> <li>• Student Sign-In sheet</li> <li>• Referrals to Social Services/Agencies</li> </ul>
<ul style="list-style-type: none"> <li>▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Sept - June	<ul style="list-style-type: none"> <li>• Migrant Coordinator</li> <li>• MEP Staff</li> </ul>	<ul style="list-style-type: none"> <li>• List of federal, state and local funded programs serving PFS students.</li> <li>• Master List of Services</li> <li>• Student Indicator List</li> </ul>
Additional Activities			



LEA Signature

06/21/2022

Date Completed



ESC Signature

8/4/2022

Date Received

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

**Purpose:**

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

**Types of Translation Available:**

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

**Data Used to Determine Translation Needs:**

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

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

**Documents/Information to be Translated:**

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

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

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

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

**Monitoring:**

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