

Donna Independent School District

District Improvement Plan

2024-2025



"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.

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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 **2023-2024 OnDataSuite** Report the **total enrollment** for the district is: (Preliminary Report)

- Total enrollment : 13,131
- 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 **2022-2023 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 2024)

A	B	C	D	E	F	G	L	M	O	AK	AL	AU	AV	BE	BG
	Combined STAAR / EOC 23					SW 1		SW2							
							Last Yr 1 SW		Last Yr 2 SW		SEM1		Last Yr SM1		Last Yr BM
Campus Name	RLA	MA	SCI	SS	ALL	ALL		ALL			ALL			ALL	
DHS (91.33%)	50%	69%	81%	93%	66%	72%	7	76%	12		73%		11	72%	11%
DNHS (98.10%)	48%	58%	82%	92%	63%	62%	1	63%	2		62%		10	63%	15%
Sauceda (99.01%)	61%	60%	62%	56%	61%	65%	10	68%	6		69%		5	67%	-3%
Solis (92.87%)	77%	76%	82%	78%	78%	77%	8	75%	8		75%		-2	71%	17%
Todd (91.18%)	74%	68%	73%	64%	71%	72%	6	75%	8		67%		6	66%	5%
Veterans (97.13%)	62%	54%	62%	58%	59%	60%	4	65%	11		62%		3	57%	3%
Adame (94.28%)	67%	76%	45%		67%	56%	1	65%	13		64%		-6	63%	7%
Caceres (96.49%)	66%	62%	52%		62%	56%	6	53%	7		57%		-1	64%	8%
Garza (100%)	50%	61%	27%		50%	43%	7	43%	-2		46%		-10	52%	7%
Guzman (96.06%)	59%	62%	43%		58%	54%	9	53%	8		53%		-8	60%	3%
Le Noir (84.92%)	63%	65%	48%		62%	57%	2	60%	11		71%		3	69%	8%
Munoz (96.68%)	50%	64%	42%		57%	51%	-3	59%	3		56%		-7	56%	5%
Ochoa (97.35%)	67%	67%	56%		65%	51%	-1	47%	-6		50%		-12	58%	3%
Price (96.24%)	57%	70%	49%		62%	56%	12	61%	15		55%		-6	62%	10%
Rivas (89.34%)															
Salazar (93.72%)	67%	64%	65%		66%	55%	4	63%	12		66%		6	54%	-2%
Salinas (95.81%)	72%	71%	65%		70%	55%	-4	63%	6		60%		-10	56%	-3%
Singleterry (99.41%)	48%	55%	37%		49%	44%	7	48%	13		42%		-5	51%	22%
Stainke (92.40%)	58%	62%	44%		58%	53%	9	58%	11		54%		-2	61%	13%
DISTRICT					65%	62%		64%			63%			63%	

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: Students are not developing academic language proficiency in both Tier II and Tier III vocabulary. **Root Cause:** Students are not given sufficient opportunity to participate in structured conversations with their peers or have repeated, independent interactions with using academic vocabulary. Some teachers are not releasing responsibility to students.

Problem Statement 2: Exit tickets are not being implemented with fidelity across all expected contents and grade levels **Root Cause:** A misunderstanding remains regarding what can be an Exit Ticket, leading to a feeling that there isn't sufficient time.

Problem Statement 3: The quality of Spanish instruction falls short in comparison to the quality of instruction provided in English, posing significant challenges for learners and potentially hindering their language acquisition and proficiency. **Root Cause:** The root cause is two-fold: 1) A monolingual early exit mindset still persists within the district. 2) Teachers need to further develop their Spanish language repertoire in their content area.

Problem Statement 4: The proficiency of elementary teachers as content experts is compromised due to the frequent rotation of assignments each year, leading to inconsistencies in subject knowledge delivery and potentially impacting the caliber of instruction provided to students. **Root Cause:** Principals are limited by staffing constraints and certifications.

District Processes & Programs

District Processes & Programs Summary

Our **Programs and Processes** are continuously being reinforced and refined to ensure we build capacity by implementing positive and proactive systems of support and practices focused on evidence-based approaches. We recognize the importance of continued reinforcement and refinement of the system of support to ensure growth and development. We are committed to building a culture that supports students and educators alike by creating opportunities for all to succeed. We are committed to maximizing learning outcomes through the use of a set of systems and expectations that guide the learning environments. Our goal is to provide engaging learning opportunities focused on evidence- and coach-based approaches to build capacity.

Our school community seeks to create a culture of continuous improvement focused on building common purpose and understanding and support system alignment and change. Given that there's a decrease in discipline referral incidents, from 2023 to **2024**, there is still a high rate of discipline incidents recurring (2-5 incidents - **948**) across the district and a continued high rate in incidents involving:

- unwanted physical aggression behaviors (**62**) among **elementary** students,
- unwanted physical aggression (**134**) and unwanted verbal aggression (**176**) behaviors among **middle school** students, and
- violent (**246**), unwanted physical aggression (**104**), and unwanted verbal aggression (**172**) behaviors among **high school** students.

Therefore, we will continue to create safe, positive, and equitable schools by providing continuous reinforcement and refinement on building capacity focused on achieving desired outcomes. Moreover, we will refine positive behavior intervention and support practices through support systems focused on development of key practices such as data-based decision-making (progress monitoring outcomes), integrating interventions (aligning, continuing, adjusting, and/or fading of interventions and supports), and fidelity of implementation to increase positive behaviors.

District Processes & Programs Strengths

It is the goal of all Donna ISD stakeholders to **continue** to **refine** practices that:

- continue to develop district instructional leaders (campus administrators and strategists) on the “See It, Name It, Do It” Instructional Coaching model,
- continue to develop Lead Teachers with monthly trainings with focus on high quality instruction and feedback,
- continue to develop all employees with personal and professional development focus on implementation of safe, innovative, and customer service practices within their field of expertise,
- continue to develop teachers on internal and external changes,
- continue to build students, parents, and employees social and emotional capacity,
- ensure the fidelity of use of the Weekly Instructional Planning protocol at the campus level to maximize teacher content internalization,
- ensure the fidelity of use of program evaluations,
- ensure the fidelity of continuous monitoring and purposeful groupings of students,
- increase district and community partnerships on committees,
- increase community awareness of CCMR & Post Secondary Requirements,
- aligned tools and materials to content being delivered, and
- ensure equity of services for all students.

We will **continue** to **reinforce** our efforts through support systems that:

- identify teachers and students in need of additional support and intervention and progress monitoring for teachers and students,
- increase implementation of gradual release model, explicit instruction, instructional coaching, and instructional leadership support,
- increase implementation of opportunities that build students, parents, and employees social and emotional capacity,
- create and promote enriched, accelerated, and engaging learning opportunities for students (i.e., summer bridge program, CCMR Fair, ACT/TSIA camps, College Fair, dual enrollment, CCMR lessons), and
- create opportunities for collaboration between counselors, AVID, CCMR, GEAR UP, migrant strategist, and others to ensure alignment of CCMR initiatives and the number one outcome.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The high incident rate of aggressive and violent behaviors reveals a gap in consistent implementation of positive behavior intervention and support practices, which may negatively impact student behavior outcomes. **Root Cause:** A lack of ongoing professional development for campus administrators to identify and integrate new initiatives, programs, or priorities to positive behavior intervention and support practices.

Problem Statement 2: Problem Statement: The high rate of recurrent discipline incidents reveals a gap in consistent use of discipline data to progress monitor and inform adjustments, which may cause key initiatives and/or practices from not working to encourage behavior growth and respond to errors. **Root Cause:** A lack of consistent expectations and practices for continuing, adjusting, or fading positive behavior interventions and supports (progress monitoring) among campus administrators.

Perceptions

Perceptions Summary

[2024-2025 Perceptions CNA](#)

Perceptions Strengths

- Overall students feel respected and supported at their campus. The CKH and SEL data shows that students feel that teachers are concerned with their learning and well being.
In some areas of CKH we saw administrators felt teachers were implementing however secondary showed students did not feel this way. For example, students do not see social contracts, positive launches, and greetings consistently implemented.
- The staff and students feel supported by their principal and their administrative staff.
- Our districts turnover is lower than the state's turnover rate. The 21-22 TAPR indicated DISD was 6.9% lower than the state.
- For the most part teachers feel supported by administrators
- New teachers are mentored. Struggling teachers are also supported through the TTESS system of improvement
- "CKH: How students are greeted as they enter the classroom showed an decrease in the score at both levels.
- TAPR: Chronic absenteeism is on the rise throughout the state, region and district."
- There is improvement in discipline. Greater intervention is needed in special pops.
- CKH Baselines continue to increase as implementation gets stronger
- This is the first year in full year roll out of SEL in an effort to change our approach to behavior from transactional to relational.
- 22-23 parent survey indicated 89%. Parent survey results are about the same as last year. 11% of parents have no opinion, disagree, or strongly disagree that their child's school is parent friendly. This indicates that customer service continues to be a need for our district; therefore, it will be re-implemented in year three (24-25) of Goal 2 in the Strategic plan.
- The opportunities are offered, but parent turn out is low.
- All stakeholders have a common interest in serving the needs of students and our district.
- Goal 2 initiatives will continue for the 24-25 school year with a greater focus on customer service.
- Attendance at events without student involvement is not as successful as when students perform.
- Looking at the data, it is clear that campus staff views the campus climate in a favorable way over all. They work together as a team for a common goal and agree that their campus is conducive to learning.
- The district's ongoing commitment to safety and proactive engagement with parents are key factors in maintaining these positive results.
- CKH is implemented district wide K-8. We have seen a reduction in referrals throughout the district. However CKH showcase schools see on average 15% additional reductions. This continues to be a strength.
- District campuses take pride in student achievements and regularly meet in monthly board meetings showcasing those achievements.
- With the use of different communication platforms, DISD has made it a priority to ensure consistent communication with parents in both English and in Spanish. This effort is part of their commitment to effectively communicate and recognize the diverse linguistic needs of their community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (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. Attendance at events without student involvement is not as successful as when students perform.

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 is improvement in discipline. **Root Cause:** Greater intervention is needed in special pops. There is a lack of consistency in how campuses address disciplinary infractions and intervention supports.

Problem Statement 4 (Prioritized): There are more severe disciplinary behavior types among students with chronic absenteeism. **Root Cause:** Students lack social/coping skills and mentoring supports.

Priority Problem Statements

Problem Statement 1: There is improvement in discipline.

Root Cause 1: Greater intervention is needed in special pops. There is a lack of consistency in how campuses address disciplinary infractions and intervention supports.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a discrepancy in student perceptions of the overall campus climate among elementary and secondary students.

Root Cause 2: There are inconsistencies in fidelity of intervention practices.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There are more severe disciplinary behavior types among students with chronic absenteeism.

Root Cause 3: Students lack social/coping skills and mentoring supports.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is continued low parent participation in parental engagement opportunities.

Root Cause 4: Barriers exists that prevent parents from being more active participants in their child's learning. Attendance at events without student involvement is not as successful as when students perform.

Problem Statement 4 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

Revised/Approved: August 26, 2024




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 (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:



- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 27% to 45%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 40%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 71% to 75%


HB3 Goal





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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 62% to 90% by May 2025.</p> <p>Staff Responsible for Monitoring: District leadership, district directors and campus administration</p> <p>Results Driven Accountability</p> <p>Funding Sources: Purchasing Public Notice=\$13,500. fees & Dues=\$400. - Local (199) - 6491-6495 - \$13,900, JJAEP Mou - Pay Tution for Student Local 199 - Local (199) - \$39,600, TNTP Services: bilingual/ESL Dept - Title III (263) - \$89,500, TNTP Services: bilingual/ESL Dept - Bilingual (162) - \$89,500, TNTP Services: bilingual/ESL Dept - Idea B (255) - \$179,000, Frontline Education Program: 504,RTI,ELA,SpED Dept. - State Special Ed. (165) - \$89,551.77, Mariachi Consultant Services for Solis MS - Title IV (289) - \$8,100, Testing Material - GT (168) - 168.11.6339.00.903.21.0.00 - \$22,000, Scripps Spelling Bee - Local (199) - 199.36.6495.00.890.99.0.SB - \$3,000, Bilingual Dept.- Strategist supplies - Local (199) - \$994, Curriculum and Associates/iReady - State Comp. (164) - \$228,849, Curriculum and Associates/iReady - Title I (211) - \$228,849, Curriculum and Associates/iReady - Idea B (255) - \$35,200, Region One 3-Dimensional Learning (Science) Training - Local (199) - \$450, Teacher/Office Supplies - Local (199) - 199.21.6399.00.920.99.0.00 - \$3,238, Region One - HB3 Reading Academies for Teachers and Adminstrators - Local (199) - \$27,800, Teacher/Office Supplies (Spelling Bee) - Local (199) - 199.36.6399.00.890.99.0.SB - \$762, Teacher/Office Supplies (ACES UIL) - Local (199) - 199.36.6399.00.881.99.0.00</p>				

- \$1,162, Awards & Incentives (Spelling Bee) - Local (199) - 199.36.6498.00.890.99.0.SB - \$600, Awards & Incentives (ACES UIL) - Local (199) - 199.36.6498.00.881.99.0.00 - \$1,100, Misc. Operating Expense (Spelling Bee) - Local (199) - 199.36.6499.00.890.99.0.SB - \$100, Misc. Operating Expense (ACES UIL) - Local (199) - 199.36.6499.00.881.99.0.00 - \$4,500, Reading Material (G/T) - GT (168) - 168.11.6329.00.903.21.0.00 - \$8,400, Teacher/Office Supplies (G/T) - GT (168) - 168.11.6399.00.903.21.0.00 - \$12,970, Student Tuition Non-Public Schools - DHS - Local (199) - 199.11.6223.00.920.31.0.DH - \$52,500, Student Tuition Non-Public Schools - DNHS - Local (199) - 199.11.6223.00.920.31.0.DN - \$52,500, Miscellaneous Operating Expenses (Advanced Academics) - Local (199) - 199.21.6499.00.920.99.0.00 - \$500, ClassKick: Bilingual/ESL Department - Title III (263) - \$46,500, Office Supplies - Local (199) - 199.21.6499.00.915.99.0.00 - \$312, Texas Assessment Conference- - Local (199) - \$1,713, Teacher Office Supplies for ALL Elementary Campuses (ARTES) - Title IV (289) - \$1,371, Miscellaneous Operating Expenses (Organizational Development) - Local (199) - 199.13.6499.00.818.99.0.00 - \$1,050, Teacher/Office Supplies (Organizational Development) - Local (199) - 199.13.6399.00.818.99.0.00 - \$2,000, Curriculum Associates ThinkUp Science Toolbox - Title I (211) - \$24,828.50, CodeMonkey Software Rivas, Caceres, Salinas - Title IV (289) - \$6,600, International Dyslexia Association 2024 Annual Conference - State Special Ed. (165) - \$1,138.50, International Dyslexia Association 2024 Annual Conference - Title II Teacher/Principal (255) - \$6,901, International Dyslexia Association 2024 Annual Conference - Local (199) - \$5,461.24, Teacher/Office Supplies (Organizational Development) - Local (199) - 199.13.6399.00.818.99.0.00 - \$2,000, Curriculum and Associates/iReady - State Comp. (164) - \$228,849, Miscellaneous Operating Expenses (Organizational Development) - Local (199) - 199.13.6499.00.818.99.0.00 - \$1,050, 2024 Texas Assessment Conference - State Special Ed. (165) - \$419, Office Supplies - Local (199) - 199.21.6499.00.915.99.0.00 - \$312, Bilingual Dept.- Strategist supplies - Local (199) - 199.21.6499.00.915.99.0.00168.11.6329.00.903.21.0.00199.11.6223.00.920.31.0 - \$994, TNTP Services: Bilingual/ESL Dept - Title II Teacher/Principal (255) - \$320,000, ClassKick: Bilingual/ESL Department - Title III (263) - \$46,500, JJAEP Mou - Pay Tuition for Student Local 199 - Local (199) - \$39,600, Purchasing Public Notice=\$13,500. fees & Dues=\$400. - Local (199) - \$13,900, Region One - HB3 Reading Academics for Teachers and Administrators - Local (199) - \$27,800, TNTP Services: bilingual/ESL Dept - Bilingual (162) - \$38,000, Curriculum and Associates/iReady - Title I (211) - \$228,849, Frontline Education Program: 504,RTI,ELA,SpED Dept. - State Special Ed. (165) - \$89,551.77, Region One 3-Dimensional Learning (Science) Training - Local (199) - \$450, Curriculum and Associates/iReady - Title II Teacher/Principal (255) - \$35,200, Teacher Office Supplies for ALL Elementary Campuses (ARTES) - Title IV (289) - \$1,371, Mariachi Consultant Services for Solis MS - Title IV (289) - \$8,100, JJAEP (Balance we owe for 2023-2024 school year) - Local (199) - \$7,665, TCM Student Guided Practice Books and Readers: Bilingual/ESL Department - Title III (263) - \$26,869.21, Meeting/Trainings Snacks - Local (199) - 21.6499.00.915.0.00 - \$380, Textbook Resources for Integrated Physics and Chemistry (Summit K12) - State Textbook Fund (410) - \$4,128.43, Curriculum Writing/Updates/Curriculum Maintenance - Title II Teacher/Principal (255) - 255.13.6118.00.823.24.0.CW - \$123,772, Bilingual Dept. Mid Valley Office Supply - Bilingual (162) - \$1,380.60, 24-25 Pregnancy Related Services Mileage Reimbursement for CEHI - State Comp. (164) - \$3,500, 24-25 Pathways Graduation & CCMR Tracking Took - Local (199) - \$13,562.50, Bilingual Dept. -Midvalley - Bilingual (162) - \$1,215, Hatch Program for PK3 & PK4 - Title I (211) - \$24,305, Office Supplies - Local (199) - 199.21.6499/6399.00.915.99.0.00 - \$270, Fixed Assets <\$5,000 - GT (168) - 168.11.6395.00.903.21.0.00 - \$4,530, Meeting/Training Snacks - Local (199) - 21.6499.00.915.99.0.00 - \$310, Bilingual Dept.-Gateway - Local (199) - \$588, Math & Science Manipulatives - EAI, NASCO, Wards, hand2mind, Lakeshore, Carolina Biological, Steve Spangler, - State Comp. (164) - 164.11.6399.00.823.0.00 - \$150,000, Get Reading Libraries - VISTA: Bilingual/ESL Department - Bilingual (162) - \$12,598.74, Bilingual Dept. Supplies - Title III (263) - \$396

Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 59% to 85% ,the use of visual stimuli from 54% to 85% and utilization of processing tools from 73% to 90% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration, district directors, and strategists Results Driven Accountability Funding Sources: TELPAS Camps - ESC 1: Bilingual/ESL Dept - Bilingual (162) - \$10,800, ValidateMe!: Bilingual/ESL Department - Bilingual (162) - \$43,125, Weslaco Area Clinic at Gulf Coast eye Intitute - State Special Ed. (165), BTLPT-Region One ESC - Bilingual (162) - \$9,900, TEKSBank Test Bankfor STAAR 2.0 Practice Questions and Teacher Made Tests - Local (199) - 199.11.6399.SW.890.11.0.00 - \$22,323, Bilingual Dept. Region One- LPAC Training - Local (199) - \$390, Curriculum Enhancement - Oct to Dec: Bilingual/ESL Department - Title III (263) - \$32,686		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 60% to 90% by the end of the 2025 school year based on Eduphoria walkthroughs, Lead Teacher Google Forms and C&I Classroom Check-In Tool. Staff Responsible for Monitoring: Campus administration, district leadership, directors and strategists. Funding Sources: Seidlitz 7 Steps to a Language Rich, Interactive Classroom - Coaching Veterans & Munoz: (Bil/ESL Department) - Bilingual (162) - \$133,200		Formative			Summative
		Sept	Dec	Mar	June
					

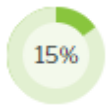









Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at each campus through the implementation of structured protocols for instructional rounds and direct feedback. The number of campuses that have an identified and trained ILT will increase from 75% to 100% proficient, and to 25% Distinguished by the end of 2025. Staff Responsible for Monitoring: Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership Results Driven Accountability Funding Sources: Technology and district software renewals and new , cell phones, orion, - Local (199) - 6256,6249,6399.sw, 6239 - \$762,021, Purchasing Misc. Operating - Local (199) - 6499 - \$700, Region One Educational Service Center (Eduphoria: Premium Suite Edition) - Local (199) - 199.116399.SW.890.11.0.00 - \$63,000 , Region one Bilingual Dept. - Local (199) - \$0		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.		Formative			Summative
		Sept	Dec	Mar	June
		N/A			
Strategy 6 Details		Reviews			
Strategy 6: Design and Implement a "Campus Student CCMR Support Team" (Counselor, CTE Counselors, CCMR Teacher, Financial Aid Facilitator, GEAR UP Facilitator, Migrant Strategist, Campus Leadership, Special Ed. Casemanager, and District CCMR Leadership [CTE Director, CCMR Coordinator, Advanced Academics Director, Student Support Services Supervisor]) to implement strategies to facilitate effective transition for students from middle school to high school and from high school postsecondary education; coordination with institutions of higher education, work-based learning opportunities, employers, and other local partners; planning of delivery of monthly parent modules focused on academics, CCMR, and discipline expectations and services; and faciliation of CCMR Fair and College Day Fair. ***see CTE Handbook addendum for certifications and work-based learning opportunities offered in DISD.*** Strategy's Expected Result/Impact: Graduate all students college, career, or military ready. Staff Responsible for Monitoring: Executive Director of Leadership & CCMR, CCMR Coordinator Funding Sources: 24-25 Pathways - Student Support Services Graduation/CCMR Tracking Tool - Local (199) - \$13,562.50		Formative			Summative
		Sept	Dec	Mar	June
		N/A			

Strategy 7 Details	Reviews			
Strategy 7: Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 8 Details	Reviews			
Strategy 8: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals. Schools will receive funds based on enrollment as follows: 800+ - 3,000 500-799 - 2,000 250-499 - 1,000 The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. In addition campuses will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks. Strategy's Expected Result/Impact: ARC meetings every 4 weeks; an improved overall district ADA from a 90.9 to a 92.4% for 24-25 school year for 25-26 goal is a 94.4% for 26-27 to a 96.4% Staff Responsible for Monitoring: District ARC	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

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







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









Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Funding Sources: PR - Technology (Computers, Labtops) - Local (199) - 199.416395.00.738.99.0.00 - \$13,000, PR-Supplies - Local (199) - 199.41.6399.00.738.99.0.00 - \$11,000, PR - Travel - Local (199) - 199.41.6411.00.738.99.0.00 - \$12,000, Finals site - Title I (211) - 211.61.6299.75.915.24.0.00 - \$49,950, Canva: Bilingual/ESL Department - Local (199) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration	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 invitation, sign in sheets and meeting/training agendas









Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school systems and our community Staff Responsible for Monitoring: Campus administrator, family and parent involvement, public relations and district administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, family and parent involvement, public relations and district administration Funding Sources: PAC-Miscellaneous light snacks and refreshments for staff and parent training sessions/meetings - Migrant (212) - 6499 - \$5,000, Title I Crate 806 Technologies - Title I (211) - 6399 - \$11,550	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, family and parent involvement, public relations and district administration Funding Sources: Local, Regional, State, and National Conferences as necessary - Title I (211) - 6411 - \$5,000, Registration Fees - Title I (211) - 6239 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details		Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year. 1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 Strategy's Expected Result/Impact: Equitable access to all available supports and resources. Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: District and campus staff will be provided the identification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they determine for the poverty eligibility criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: Focus on Family and Community Engagement

Performance Objective 3: Establish a network of community resources to assist 70% of families and facilitate needed services.

Evaluation Data Sources: Parent/community partner sign-ins, adult education class rosters, resource handbook distribution





Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a Community Resource Handbook and provide written information on available resources. Strategy's Expected Result/Impact: Families will have access to the community resource handbook and utilize the resources. Staff Responsible for Monitoring: Administration, Parent and Family Engagement Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a District Parent Curriculum to provide opportunities for parents and community with information and strategies to assist their children at home. Strategy's Expected Result/Impact: Parents will receive information and strategies through parent sessions throughout the year. Staff Responsible for Monitoring: Parent and Family Engagement Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Region One, ESC to expand the Adult Education classes for parents and community members Strategy's Expected Result/Impact: Provide adult education classes to adults in the community. Staff Responsible for Monitoring: Parent and Family Engagement Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with community organizations to create a State of the District "wraparound services approach" for serving families. Strategy's Expected Result/Impact: Increase resources available to the district and campuses. Staff Responsible for Monitoring: Parent and Family Engagement Department and Public Relations Dept.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Establish and maintain a family resource center and Sharing Place to better serve the needs of district families. Strategy's Expected Result/Impact: Families will have access to the resources they need. Staff Responsible for Monitoring: Parent and Family Engagement Department	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

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


Strategy 1 Details	Reviews			
Strategy 1: The Operational Excellence Committee will send a survey to seek updated input from administrators in charge of respective facilities. Strategy's Expected Result/Impact: Develop a long range 5-10 year plan to upgrade and/or maintain DISD facilities. Staff Responsible for Monitoring: Asst. Superintendent for Business and Finance, Chief Operating Officer, Safety and Risk Department, Maintenance. Funding Sources: maintenance parts - Maintenance, Trans., Custodial & Security (171) - 6319-6299 6246 - \$220,000 , Athletics-Contracted Maintenance & Repair - Athletic Fund (181) - 6249 - \$18,000, Athletic-Supplies & Maintenance-General - Athletic Fund (181) - 6319 - \$15,000, Transportation / Parts - Maintenance, Trans., Custodial & Security (171) - 6319 - \$588,554.66, Transportation/ Fuel - Maintenance, Trans., Custodial & Security (171) - 6311 - \$248,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Operational Excellence Committee will review the DISD Facilities Survey and compare it to the TASB Facilities Report to identify projects. Strategy's Expected Result/Impact: Compare survey to TASB study. Staff Responsible for Monitoring: Operational Excellence Committee.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Operational Excellence Committee will prioritize projects via rubric. Strategy's Expected Result/Impact: Prioritized plan based on needs. Staff Responsible for Monitoring: Operational Excellence Committee Funding Sources: FY25 HR Local District Update 2024.04 - Local (199) - \$75, FY25 HR Local District Updates - Local (199) - \$5,000	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade, and/or renovate projects based on resources available. Strategy's Expected Result/Impact: 5 year plan to upgrade/improve district facilities. Staff Responsible for Monitoring: Operational Excellence Committee Funding Sources: Purchasing Utilities - Local (199) - 6256 - \$1,500, Athletics-Misc. Operating Expense - Athletic Fund (181) - 6499 - \$5,000, Transportation- Misc. Operating Expense - Maintenance, Trans., Custodial & Security (171) - 6499 - \$5,100, Ink Cartridges - Title I (211) - 21.6399.00.915.24.0.00 - \$180	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: DISD will adhere to all local and federal procurement regulations to secure all necessary bids, board approvals etc. Strategy's Expected Result/Impact: Secure proper procedures for purchases, etc. Staff Responsible for Monitoring: Business and Finance staff - purchasing department. Funding Sources: Purchasing Misc. Contracted Services - Local (199) - 6299 - \$17,900, Registration Fees/Misc. Contracted Service - Athletic Fund (181) - 6299 - \$120,000, Transportation Registration Fees/ Misc. Contracted Service - Maintenance, Trans., Custodial & Security (171) - 6299 - \$20,700, TASA Conference Registration - Local (199) - \$585	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The Operational Excellence Committee will allocate funds to initiate and complete the plan of action for priority projects. Strategy's Expected Result/Impact: Allocated funding based on the 5 year plan. Staff Responsible for Monitoring: Business and Finance Office.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The Operational Excellence committee will conduct research on safe, modern, flexible and efficient facilities, correlate with the safety security audit and publish its findings. Strategy's Expected Result/Impact: Data to ensure that proper planning is in order to secure safe, modern, flexible and efficient facilities. Staff Responsible for Monitoring: Operational Excellence Committee.	Formative			Summative
	Sept	Dec	Mar	June
<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			
Strategy 1: Donna ISD custodial department will ensure janitorial supplies are readily available for campuses to clean and disinfect campus buildings to provide a safe learning environment. Strategy's Expected Result/Impact: Clean and safe buildings Staff Responsible for Monitoring: DISD custodial department	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Donna ISD's Child Nutrition Department will establish a quality assurance protocols that ensures daily kitchen operations are clean, safe, compliant, and are providing meals that meet/exceed basic federal mandates while being appealing for students to ensure successful learning outcomes. Strategy's Expected Result/Impact: Meet/Exceed Federal, State, Local Health/Nutrition Guidelines & Mandates; Have safe & secure kitchens Staff Responsible for Monitoring: Donna ISD CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Donna ISD will ensure to monitor all work orders to the maintenance department and ensure work orders are done in a timely manner to ensure safe conducive learning environments throughout the district. Strategy's Expected Result/Impact: Execution of work orders Staff Responsible for Monitoring: COO and Maintenance supervisor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Donna ISD will monitor all bus routes, hire drivers and add routes as needed to ensure all students are provided with proper/safe transportation to and from school. Strategy's Expected Result/Impact: Transportation Staff Responsible for Monitoring: COO and Transportation Director Funding Sources: Bus Repairs - Maintenance, Trans., Custodial & Security (171) - 6246 - \$17,000	Formative			Summative
	Sept	Dec	Mar	June



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			
Strategy 1: Donna ISD will ensure weekly door sweeps are done at each campus and have an electronic file at each school. Strategy's Expected Result/Impact: 100% of exterior doors at campuses will be checked on a weekly basis. Staff Responsible for Monitoring: Safety and Risk Department	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Donna ISD will implement a plan to ensure all measure required by TEA Safety Standards requirement are in place. Strategy's Expected Result/Impact: Installation of requirements Staff Responsible for Monitoring: Safety and Risk Management	Formative			Summative
	Sept	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				


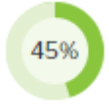






Goal 4: Focus On Employees And Organizational Excellence

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. (Professional Growth & Development)

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>Strategy 1: 4.1(1): Identify and offer professional development opportunities to district and campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration</p> <p>Funding Sources: Travel, Tech mileage, inspections and lic. vehicle maintenance ,Noc maintenance, copier lease - Local (199) - 6411/6499/6121/6246/6249/6269/6411/6499 - \$53,314, Purchasing Travel - Local (199) - 6411 - \$1,600 , Special Education Directors Meeting - State Special Ed. (165), Region One- School Improvement Interventions - Local (199) - \$0, TASA/ TASB txEdCON24 - Local (199) - \$1,600, Region One ESC Special Education Directors' Meeting 2024-2025 Workshop# 284866, 329260, 329261, 329262, 329263, 329264, 329265 - State Special Ed. (165) - \$0, The ABC's of a Full and Individual Evaluation #311326 - State Special Ed. (165) - \$0, Writing Impactful and Defensible FIE/FIE's #322262 - State Special Ed. (165) - \$0, Dyslexia for a Day #335273 - State Special Ed. (165) - \$0, Unlocking Potential Dyslexia #325913 - State Special Ed. (165) - \$0, Unlocking Potential Dyslexia #325914 - State Special Ed. (165) - \$0, 24-25 Region One Counselors Institute - 80/20 & TEA Updates - Local (199) - \$175, 24-25 Region One Counselors Institute - FAFSA/CCMR - Local (199) - \$175, ADOS 2 Training Hosted by South Texas ISD - State Special Ed. (165), FY25 ED311 Virtual Training -HR - Local (199) - \$245, Region One ILN #323328 - Local (199) - \$0, Region One Librarian Leadership #339600,#339601,#339602,#339603,#339604,#339605 - Local (199) - \$0, Region One #336993 DHH? Understanding the student in your classroom - State Special Ed. (165) - \$0, Purchasing -Bonfire - Local (199) - 6299 - \$17,078.53, Athletics - Athletic Fund (181) - 6411 - \$20,000, FY25 Region One Education Personnel Services Cooperative - Local (199) - \$10,923.40, FY25 TASB Policy Service Membership Renewal - Local (199) - \$3,900, FY25 PowerSchool - Local (199) - \$21,560, FY25 TASB HR Services Subscription - Local (199) - \$2,750, CKH- Process Champions DH/ DNHS - Title II Teacher/Principal (255) - \$16,900, CKH- Campus Premium - Title II Teacher/Principal (255) - \$54,000, CKH- District Premium - Title II Teacher/Principal (255) - \$1,250, Region One Section 504 Conference New Coordinators WS#336424, Legal Updates WS#327702 - Local (199) - \$0, Executive Director - Local (199) - 829 - \$9,000, Superintendent/Board - Local (199) - 701/702, Transition Meetings for TEDS, 18+ and Transition Staff - State Special Ed. (165) - \$0, ECSE Connect: Monthly Insights & Collaboration Workshop #340169 - State Special Ed. (165) - \$0, Region One Transition Meetings for TEDS, 18Plus and Transition Staff - State Special Ed. (165) - \$0, Region One Transition Meetings for TEDA, 18Plus and Transition Staff - State Special Ed. (165) - \$0, 24-25 Region One ESC - Stop the Bleed training for RNs and LVNs - Local (199) - \$150, Travel - G/T Conference (Teachers) - GT (168) - 168.13.6411.00.903.21.0.0 - \$10,500, Travel - G/T Conference (Director) - GT (168) - 168.21.6411.00.903.21.0.0, Misc. Contracted Services</p>				

(Advanced Academics Director) - Local (199) - 199.21.6299.00.920.99.0.00 - \$785, Travel (Advanced Academics Director) - Local (199) - 199.21.6411.00.920.99.0.00 - \$2,150, Testing Dept.-DTC Fall Training Region One, Title IX Training, Texas Assessment Conference/Mid Winter Conference - Local (199) - \$3,300, FY25 TASB Advanced HR Seminar - Local (199) - \$1,343.69, FY25 Personnel Law Conference For School Administrators - Local (199) - \$225, Annual District Testing Coordinators with 5+ year (DTC Fall Training - State Special Ed. (165), International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support) - State Special Ed. (165) - \$1,138.50, International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support) - Title II Teacher/Principal (255) - \$6,901, International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support) - Local (199) - \$8,521.28, FY25 Teach for America Coffee and Connections - Local (199) - \$24,000, Misc. Contracted Services (Advanced Academics) - Local (199) - 199.21.6299.00.920.99.0.00 - \$350, Putting the pieces together - State Special Ed. (165) - \$0, CKH- Leadworthy Certification Training - Title II Teacher/Principal (255) - 255.13.6299.00.915.24.0.00 - \$4,720, FY25 TASB Service Agreement Pay System Maintenance - Local (199) - \$7,500, FY25 Vector Solutions - Local (199) - \$20,688.75, Bilingual Dept. Teacher meeting snacks - Local (199) - \$672, FY2025 TASB Navigating Educator Certification - Local (199) - \$225, BTLPT Test Prep-ESC 1: Bilingual/ESL Department - Bilingual (162) - \$9,900, Bilingual Supplement Test Prep-Infante Education Center: Bilingual/ESL Education Department - Bilingual (162) - \$10,000, FY Service Record Management - Local (199) - \$225, CKH Leadworthy Course Subscription - Title II Teacher/Principal (255) - 13.6299.0.915.24.0.00 - \$990, Project TAPP: Teaching Autism and Practitioner Preparation - State Special Ed. (165) - \$0, Southwest Orientation & Mobility Conference 2024 - State Special Ed. (165) - \$1,781.62, Putting the pieces together: ensuring a comprehensive autism spectrum disorder evaluation with Ashley Arnold - State Special Ed. (165) - \$0, Para Educator Conference - State Special Ed. (165) - \$260, ESL Certification - Teach US: Bilingual/ESL Department - Bilingual (162) - \$26,250, 24-25 Region One Building Mental Health Leaders Grant (RBMHL) Tuition Reimbursement Melissa Luna - Region One Building Mental Health Leaders (216) - \$5,946, 24-25 Region One Building Mental Health Leaders Grant (RBMHL) Exam Cost Reimbursement Melissa Luna - Region One Building Mental Health Leaders (216) - \$230, 24-25 Region One Financial Literacy Summit For Educators - Local (199) - \$465.73, Autentico Virtual PD - Savvas: Bilingual/ESL Department - Local (199) - \$750, Migrant (AMET) - Migrant (212) - \$5,000, Post Secondary Goals, Transition Planning and PLAAFPs for complex needs students - State Special Ed. (165) - \$0, Building a school community of inclusion for AAC Users - State Special Ed. (165) - \$0, Texas School-based OT & PT webinar series - State Special Ed. (165) - \$0, Evaluation & Eligibility a Whole Child Approach for students with visual impairment - State Special Ed. (165) - \$0, Misc. Contracted Services - GT (168) - 168.13.6299.00.903.21.0.00 - \$25,000, FY2025 Fall UTRGV Teachers Job Expo - Local (199) - \$800, CKH Process Champions- Sweet Bread - Local (199) - 199.21.649900.915.99.0.00 - \$63, Words for Life App: Features and Programming For LAMP - State Special Ed. (165) - \$35, AAC Learning Language Acquisition Through Motor Planning (LAMP) - State Special Ed. (165) - \$139, ESC 20: Reducing Disciplinary Removal Rates - State Special Ed. (165) - \$125, I Have a Newcomer ML Online PD - Rooted Linguistics LLC: Bil/ESL Department - Title III (263) - \$750, Bilingual Dept. Barnes & Noble - Local (199) - \$2,275, Bilingual dept.- Technology equipment charging stations - Title III (263) - \$3,700, Content Based Language Instruction - ESC 1: Bilingual/ESL Department - Bilingual (162) - \$1,600, 24-25 Employee Mileage Reimbursement - Local (199) - 21.6411.00.915.99.0.00 - \$400, Transition Fair for Students who are visually impaired, blind or deafblind - State Special Ed. (165) - \$0, TCASE Great Ideas 2025 - State Special Ed. (165) - \$2,032.36, TASA Midwinter Conference - Local (199) - 21.6299/6411.00.915.99.0.00 - \$2,532.02, FY25 Frontline Clock in Cards - Local (199) - \$903, TASB Educator Certification - Local (199) - \$40, Bilingual Dept. sams club - Local (199) - \$893, Observations of Interdisciplinary Biliteracy Sequence - Travel - Bilingual (162) - \$1,219.90, Region One Workshop 330721 - Title I (211) - \$0, FY25 (TIA) Consortium - Local (199) - \$6,500, Bilingual Dept.- walmart - Local (199) - \$243, Rio Grande Valley Health & Wellness Community of Practice Meeting #2 - Local (199) - \$0, Nonviolent Crisis Intervention Training - State Special Ed. (165) - \$4,599, Dyslexia Handbook #346022 - State Special Ed. (165) - \$0, Texas Educational Diagnosticians Association Annual conference 2025 - State Special Ed. (165) - \$6,172.86, Partners

<p>in Progress workshop # 337884 - State Special Ed. (165) - \$0, Bilingual Dept. Teacher supplies - Title III (263) - \$396 , CKH Campus Traction Visit - Title II Teacher/Principal (255) - 13.6299.00.915.24.0.00 - \$33,750, 24-25 Region One Administrative Assistant Conference - Local (199) - \$130, Nonviolent crisis intervention training - State Special Ed. (165) - \$2,049, 2025 TASA Midwinter Conference - Local (199) - \$585, 2025 TASA Midwinter Conference - State Special Ed. (165) - \$236, Seidlitz 7 Steps Coaching: Bilingual/ESL Department Salazar - Bilingual (162) - \$44,400, Region One Workshop# 351580 FLIPS Overview Training - Local (199) - \$0, FY25 TASPA Webinar Sessions - Local (199) - \$75, FY25 TAMUK Presentation - Refreshments - Local (199) - \$60, PLC Meeting AM #351341 - State Special Ed. (165) - \$0, PLC Meeting PM #346023 - State Special Ed. (165) - \$0, Region One Workshop #324855 - Local (199) - 21.6239.00.915.99.0.00 - \$130, 24-25 Region One Workshop for Nurses - Individualized Health Plan Writing - Local (199) - \$1,060, 24-25 2025 Texas Association for Counselor Education and Supervision (TACES) Mid-Winter Conference - Local (199) - \$1,535.48</p>				
Strategy 2 Details	Reviews			
<p>Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals and departments. Including additional administrative support for Identified School Improvement Campuses.</p> <p>Strategy's Expected Result/Impact: A year-long plan for growing principals and departments that is focused, clear, connected, and aligned to LSG.</p> <p>Staff Responsible for Monitoring: Executive Leadership, Assistant Superintendent, and Superintendent.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 4.1(3): Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p>Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p>Staff Responsible for Monitoring: Human Resources, Leadership, Educational Services, Business & Finance, Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.1(4): Donna ISD will ensure that all records are maintained and managed by the Records Department and Human Resources Department</p> <p>Strategy's Expected Result/Impact: All Documents are in the appropriate files and the appropriate files are appropriately scheduled for storage or destruction.</p> <p>Staff Responsible for Monitoring: Records Manager, Director of Human Resources.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 4.1(5): Human Resources Department will recruit and select teachers who must meet state certification and licensure requirements, including alternative certification programs.</p> <p>Strategy's Expected Result/Impact: Increase placement of experienced and highly qualified staff.</p> <p>Staff Responsible for Monitoring: Director of Human Resources and Superintendent.</p>	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify









Discontinue





Goal 4: Focus On Employees And Organizational Excellence





Performance Objective 2: 4.2 Provide opportunities to build students' and staff's social and emotional capacity. (4.2 Organizational Health / 4.2 Student Wellbeing / 4.2 Employee Wellbeing)





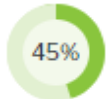

Evaluation Data Sources: District Professional Development, Surveys, Employee Handbook, District Initiatives, Monthly Gatherings, Data Trackers, Evaluation System, PEIMS data









Strategy 1 Details	Reviews			
<p>Strategy 1: 4.2(1) Organizational: Partner with health and safety services to provide professional development on adult and youth wellness/mental health for district personnel. By the end of the 2025-2026 school year 100% of campus staff who regularly interact with students will be trained in Youth Mental Health First Aid (YMHFA).</p> <p>Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).</p> <p>[Staff Responsible for Implementation: Campus Administration]</p> <p>Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management</p> <p>Funding Sources: Vape Detector Subscription 2024-2025 - Title IV (289) - 289.52.6399.00.915.99.0.00 - \$16,240, Region One Registration Fees - Title II Teacher/Principal (255) - \$300, 24-25 Community In Schools - Title IV (289) - \$135,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 4.2(2) Organizational: 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. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. [Staff Responsible for Implementation: Athletic Director, PE Strategist, PE Teachers, Parent Liaisons, Nurses, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration] Staff Responsible for Monitoring: Executive Cabinet, Athletic Director, Health Services Director, Nutrition Director, Parent & Family Engagement Director, Campus Administration Funding Sources: Transportation/ Physicals - Maintenance, Trans., Custodial & Security (171) - 6219 - \$21,520, Phoenix, Arizona Conference - 255.13.6411.00.828.24.0.00 Title II - Title II Teacher/Principal (255) - \$54, Extra Pay for Elementary ARTES After School Program - Title IV (289) - \$27,720, Special Olympics Practice Bowling 10.09.24 - State Special Ed. (165) - \$635, Special Olympics Practice Bowling 10.10.24 - State Special Ed. (165) - \$679, After School R.E.A.D.Y. Program-Extra Duty Pay - Title IV (289) - \$27,679, Special Olympics Competition (11.04.2024) - State Special Ed. (165) - \$812.58, Special Olympics Competition (11.05.2024) - State Special Ed. (165) - \$1,022.55, Special Olympics Competition (11.07.2024) - State Special Ed. (165) - \$358.84, Special Olympics Competition (11.08.2024) - State Special Ed. (165) - \$822.53, RGV Vipers Game "Special Needs Day Game" - State Special Ed. (165) - \$264, Winter Gala Region One - State Special Ed. (165) - \$231		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: 4.2(3) Organizational: Design, implement, and maintain a balanced schedule by ensuring that the counseling related duties for Professional School Counselors are increasing at least by 5% each school year. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. [Staff Responsible for Implementation: Counselors, LPCs, Teachers, Campus Administration] Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: 4.2(4) Organizational: Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Strategy 4.2(5) Student: Provide Pregnancy Related Services (PRS) plan that includes support services and Compensatory Education Home Instruction (CEHI) to serve prenatal and postpartum students to increase the overall campus completion of requirements needed for graduation. Strategy's Expected Result/Impact: Increase support for prenatal and postpartum students to help students adjust academically, mentally, and physically and stay in school by providing: (1) Case Management - help guide students in obtaining services from government agencies and community service organizations and provide instruction related to parenting skills, child development, family living, and appropriate job readiness training. (2) Home Instruction Services - provide academic services to help support the student's education while at home or hospital bedside when a student has a valid medical necessity for confinement, during the pregnancy, prenatal or postpartum periods. [Staff Responsible for Implementation: Home Instruction Teacher and Social Workers] Staff Responsible for Monitoring: Home Instruction Teacher, Social Workers, Counselors, LPCs, Nurse, Campus Administration, SEL Supervisor, PEIMS Department		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 6 Details		Reviews			
Strategy 6: 4.2(6) Student: 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%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (building skills related to managing emotions, establishing and maintaining positive relationships, 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 & Substance Abuse Activities, Suicide Prevention Activities, College & Career Activities). [Staff Responsible for Implementation: Counselors, LPCs, Social Workers, Communities in Schools (CIS), Classroom Teachers, Physical Education Teachers, Nurses, Police Officers] Staff Responsible for Monitoring: Counselors, LPCs, Social Workers, Campus Administration, SEL Supervisor, Athletic Director, PE Strategist, Health Services Director, Nutrition Director, Chief of Police, Leadership Funding Sources: 24-25 School Health Services Referrals - Vision, Hearing, Dental - Local (199)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: 4.2(7) Student: 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. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets (building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making). [Staff Responsible for Implementation: Counselors, LPCs, Social Workers] Staff Responsible for Monitoring: Counselors, LPCs, Social Workers, Campus Administration, SEL Supervisor, Leadership		Formative			Summative
		Sept	Dec	Mar	June
					


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





Strategy 11 Details	Reviews			
Strategy 11: 4.2(11) Employee: Provide support to address employees' social and emotional well-being through an Adult Wellness LPC. Strategy's Expected Result/Impact: Support staff in need, address mental health and physical health needs, and many other challenges that can have an adverse effect on the employee. Staff Responsible for Monitoring: Human Resources, SEL Supervisor, Adult Wellness LPC	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: 4.2(12) Employee: Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services	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 Approve a balanced budget by 2030.

Strategy 1 Details	Reviews			
Strategy 1: Create a comprehensive needs assessment in order to prioritize resources equitably based on the 5-year Strategic Plan. Strategy's Expected Result/Impact: Create a 5 year facilities plan using the 2019-2020 TASB Facilities Study Staff Responsible for Monitoring: Goal 3 Committee	Formative			Summative
	Sept	Dec	Mar	June
	N/A			







Strategy 2 Details		Reviews			
Strategy 2: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Goal Committee Funding Sources: Technology supplies - Local (199) - 6399/6395 - \$8,000, Purchasing Operating =\$2,500 Fix =\$1,000. Supplies=\$1,924. - Local (199) - 6269-6395-6399 - \$5,424, Leadership Department - Warehouse and Office Supplies - Local (199) - \$6,000, Athletics-Athletic Supplies, Software, Warehouse Supplies - Athletic Fund (181) - 6399 - \$50,000, Athletics- Fixed Assets - Athletic Fund (181) - 6395 - \$5,000, FY25 HR Office & Technology Supplies - Local (199) - \$1,000, FY25 HR TEA Registration Fees Permits/Waivers - Local (199) - \$570, FY25 HR DS SERVICES/ DPS SERVICES - Local (199) - \$3,000, Supplies for Transportation - Maintenance, Trans., Custodial & Security (171) - 6319 - \$579,449.23, Supplies for Transportation - Maintenance, Trans., Custodial & Security (171) - 6399 - \$30,300, Transportation -Operating Lease Rental Mops & Matts - Maintenance, Trans., Custodial & Security (171) - 6269 - \$6,000, Transportation- Fix Assets - Maintenance, Trans., Custodial & Security (171) - 6395 - \$27,500 , Transportation - Utilities- GPS - Maintenance, Trans., Custodial & Security (171) - 6259 - \$30,693.75, 24-25 SHAC Meeting Year Supplies - Local (199) - \$750, Testing Department-Testhound Software - Local (199) - \$22,380.50, Replenishing Warehouse Stock - Local (199) - 1310 - \$200,000, Warehouse Expenditures - Maintenance, Trans., Custodial & Security (171) - 6399-6269 - \$35,000, HR - Walsh Gallegos Kyle Robinson & Roalson P.C. - Local (199) - \$3,500, HR- Employee Mileage (Christy Cardenas) - Local (199) - \$26.73, HR- Sams (Secretary Training) - Local (199) - \$200, ORGANIZATIONAL DEVELOPMENT - Local (199) - LOCAL 199 - \$2,750, FY25 Technology Software Camtasia - Local (199) - \$218.13, 24-25 Student Support Services Copier Lease - Local (199) - \$1,502.42, 24-25 Student Support Services Mobile Services - Local (199) - \$1,062.84, 24-25 Employee Support Services Mobile Services - Local (199) - \$606.96, 24-25 SOS Technologies Stewart Oxygen Services - 20 Oxygen Tanks - Local (199) - \$6,000, 24-25 Scales & Metrology Audiometer Repair - Donna High School - Local (199) - \$426.55, 24-25 School Health Services Supplies - Local (199), 2024-2025 Records Department - DS Services - Local (199) - \$500, 2024-2025 Records Department - Office Supplies - Local (199) - \$200, Transportation Awards & Incentives - Maintenance, Trans., Custodial & Security (171) - 6498 - \$4,500, Computer - Opti-Plex small form factor (Plus 7020) - Local (199) - \$2,416.79, FY25 HR TEA Registration Fees Permits/Waivers - Local (199) - \$1,140		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Focus on recruitment of students to Donna ISD to improve or maintain our current enrollment. Strategy's Expected Result/Impact: Improve overall enrollment for the district at all grade levels. Staff Responsible for Monitoring: PEIMS Dept.		Formative			Summative
		Sept	Dec	Mar	June
		N/A			

Strategy 4 Details	Reviews			
Strategy 4: Will monitor ADA daily for each campus as well as at the end of each six weeks. Strategy's Expected Result/Impact: Improve the overall ADA by 2% points per campus. Staff Responsible for Monitoring: PEIMS Dept. Funding Sources: Student incentives for perfect attendance - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </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			
Strategy 1: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts. Strategy's Expected Result/Impact: All departments will be in compliance with EDGAR and all regulations. Staff Responsible for Monitoring: Department Directors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund-Fund Balance remains in unassigned classification. Strategy's Expected Result/Impact: Maintaining a healthy Fund Balance Staff Responsible for Monitoring: Assistant Superintendent for Business and Finance	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 141.22

Brief Description of SCE Services and/or Programs

State Compensatory Education funds include a District Reserve and Campus Allocations to provide supplemental support for the regular educational program and at-risk students. These programs and services provide extra learning opportunities, tutorials, Summer School, intervention, supplemental personnel support, and supplemental supplies and materials. These funds also support DAEP campus programs.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aguilar, Audrey	Strategist	1
Alaniz, Alexa	Social Worker	1
Alejandro, Abel	Instructional Aide	1
Alexander, Juanita Lee	Strategist - Instructional - SS	1
Alvizu, Nancy Lizzeth	Teacher - Elementary	1
Aranda, Cristina Del Carmen	Teacher - Elementary	1
Arizpe, Erika	Strategist - Instructional - Math	1
Arreola, Mariana	Instructional Aide	1
Balderas, Michael	Teacher - Middle School	1
Basaldua Alvarado, Maria	Teacher -Middle School	1
Bautista, Jesma	Instructional Aide	1
Bolanos, Gerardo	Teacher - Middle School	1
Borrego, Tatiana	Instructional Aide	1
Botello, Paula S	Drill Instructor - Non-Military	1
Breaux, Jessica	Instructional Aide	1
Campos, Olga	Instructional Aide	1
Campos, Sasha	Teacher - Middle School	1
Canales, Eunice	Coordinator CCMR	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cantu, Mark	Teacher - Middle School	1
Cardenas, Brianna	Instructional Aide	1
Cardenas, Kasie	Teacher - Middle School	1
Cardoza, Leslie Annette	Instructional Aide	1
Carrasco Yanez, Karla	Instructional Aide	1
Carreon, Sonia	Teacher - Elementary	1
Casares, Julissa	Instructional Aide	1
Castaneda, David	Strategist - Instructional - SS	1
Castaneda, Jessica	Instructional Aide	1
Castillo, Janie C	Teacher - Elementary	0.5
Castro, Idalis Renee	Instructional Aide	1
Cereceres, Fidel	Teacher - High School	1
Chapa, Frances Anne	Strategist	1
Chavez, Concepcion	Teacher - Elementary	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
DeHoyos, Adrian	Attendance Recruitment Officer	1
Domiter, Christine	Instructional Aide	1
Escalante, Itzel	Instructional Aide	1
Figueroa, Jonathon Miles	Teacher - High School	1
Gamboa-Beltran, Michelle Yvonne	Counselor - Secondary	1
Garay, Araceli	Dean of Instruction	1
Garcia de lozano, Mary	Instructional Aide	1
Garcia, Diana	Instructional Aide	1
Garcia, Dolores Cecilia	Instructional Aide	1
Garcia, Enriqueta	Instructional Aide	1
Garcia, Maria Candelaria	Clerk - Curriculum Specialist	1
Garza, Linda Celeste	Strategist - Instructional - ELA	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garza, Mayela	Instructional Aide	1
Garza, Oscar Javier	Instructional Aide	1
Garza, Sylvia Guzman	Licensed Professional Counselor - MS	1
Garza, Tiffany	Instructional Aide	1
Gilnack, Lizette	Instructional Aide	1
Gonzalez Rivas, Ramiro	Instructional Aide	1
Gonzalez, Osvaldo	Teacher - High School	1
Gonzalez, Ricardo	Instructional Aide	1
Gonzalez, Vanessa Ann	Counselor - Elementary	1
Gonzalez, Yahaira	Instructional Aide	1
Gonzalez, Yvonne E	Instructional Aide	1
Gracia, Juan	Teacher - Elementary	1
Guerra, Ruth	Instructional Aide	1
Guerrero, Madison	Instructional Aide	1
Guerrero, Monica Anna	Gear Up Facilitator	0.16
Guzman, Randy Ross	Teacher - Middle School	1
Handy, Noelia Beatriz	Teacher - Elementary	0.5
Herbst, Lisa K	Gear Up Facilitator	0.16
Hernandez, Arturo	Licensed Professional Counselor - MS	1
Hernandez, Jessica	Instructional Aide	1
Hernandez, Monica Lizeth	Gear Up Facilitator	0.16
Hunt, Kelly	Teacher - High School	1
Konecny, Lisa Diane	Licensed Professional Counselor	1
Leija, Nora	Instructional Aide	1
Lerma, Martha	Instructional Aide	1
Lozano, Yovanna	Instructional Aide	1
Lugo, Sue Ellen	Attendance Recruitment Officer	1
Luna, Melissa Ann	Social Worker	1
Martinez, Andres	Instructional Aide	1
Martinez, Arturo	Instructional Aide	1
Martinez, Mara Elia	Counselor - Secondary	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mccall, Esthela	Teacher - High School	1
Medina, Luz Yolanda	Strategist	1
Mendoza, Elva	Strategist	1
Mendoza, Jessie R	Drill Instructor - Mon-Military	1
Mercado, Stella G	Counselor - Secondary	1
Mongen, Omar	Teacher - High School	1
Morales, Marisol	Instructional Aide	1
Moreno, Autumn	Instructional Aide	1
Moreno, Stephanie	Instructional Aide	1
Munoz, Briana	Instructional Aide	1
Munoz, Emily Marie	Instructional Aide	1
Munoz, Veronica	Instructional Aide	1
Nanez, Hector David	Strategist	1
Nolasco, Abby B	Instructional Aide	1
Ocanas, Myranda	Instructional Aide	1
Olivarez, Kristen	Attendance Recruitment Officer	1
Ortega, Dinora	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, Ashlley	Instructional Aide	1
Ramirez, Denise	Teacher - High School	1
Ramirez, Monica	Gear Up Facilitator	0.24
Rangel, Jennifer	Instructional Aide	1
Reyes, Graciela	Instructional Aide	1
Reyna, Andres	Teacher - Elementary	1
Reyna, Martha	Teacher - Elementary	1
Reynolds-Bartels, Rachel Renee	Teacher - High School	1
Rios, Arlyne Y	Instructional Aide	1
Rios, Astrid Guadalupe	Attendance Recruitment Officer	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rios, Irene	Teacher - Elementary	1
Rios, Stephanie	Instructional Aide	1
Rivera, Analisa	Instructional Aide	1
Rivera, Nancy A	Licensed Professional Counselor - MS	1
Robles-del Angel, Wendy	Instructional Aide	1
Rodriguez, Juanita L	Instructional Aide	1
Rodriguez, Ruby G	Attendance Recruitment Officer	1
Rodriguez, Yadira	Instructional Aide	1
Salazar, Dibanhi	Instructional Aide	1
Salinas, Aurora L	Teacher - Middle School	1
Sanchez Lira, Thelma	Counselor - Secondary	1
Sanchez, Celeste Aidet	Instructional Aide	1
Sanchez, Maria L	Counselor - Secondary	1
Sauceda, Yolanda Leal	Licensed Professional Counselor	1
Segovia, Natalia	Instructional Aide	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, Lynda Marie	Instructional Aide	1
Torres, Martina Alexis	Instructional Aide	1
Torres, Myma	Instructional Aide	1
Torres-Mendez, Melissa Denise	Strategist - Instructional - ELA	1
Valdez, Emily Tessa	Instructional Aide	1
Valencia, Virgilio Bautista	Strategist - Instructional - ELA	1
Vasquez, Fernando	Attendance Recruitment Officer	1
Vasquez, Ruth N	Instructional Aide	1
Villanueva, Vanessa	Instructional Aide	1
Villegas, Cynthia	Instructional Aide	1
Vining, Teresa D	Instructional Aide	1
Zamarripa, Andrew	Instructional Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Zambrano, Tiffany	Instructional Aide	1
Zamora, Valerie	Instructional Aide	1
Zavala, Humberto	Drill Instructor - Non-Military	1
Zuniga, Maricela	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

The Title I, Part A LEA Program Plan has been developed with timely and meaningful consultation to include: teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, parents of children served under Title I, Part A; In coordination with other ESEA programs: Rehabilitation Act of 1973, Carl D. Perkins Career and Technical Education Act of 2006, Head Start Act, McKinney-Vento Homeless Assistance Act, Adult Education and Family Literacy Act, and Other Acts as appropriate.

Donna ISD will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

2.2: Regular monitoring and revision

The Title I, Part A LEA and Schoolwide Program Plans are 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.

Donna ISD directly communicates by email and conducts outreach to PNPs within school zone boundaries.

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.

Not applicable to Donna ISD; the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)].

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.

4.1: Develop and distribute Parent and Family Engagement Policy

Donna ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing various strategies. In the addendum is our District Wide Parent & Family Engagement Policy, the policy outlines our plan and the specific strategies employed to engage parents.

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.

5.1: Determine which students will be served by following local policy

Donna ISD does not have targeted assistance campuses for the 2024-2025 school year.

Donna ISD does not provide services through neglected or delinquent facilities conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)].

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alegria, Rose M	Library Aide		1
Alejo, Jacqueline	Instructional Aide		1
Alonzo, Yesenia Nicole	Instructional Aide		1
Alvarado, Anayari	Library Aide		1
Alvarado, Nelida Cerda	Coordinator-Federal Programs		1
Alvarez, Francisca Y	Instructional Aide		1
Alvarez, Virginia	Instructional Aide		1
Baez Aguilar, Ana Alejandra	Instructional Aide		1
Baez, Ernesto Guerra	Teacher-Elementary		1
Briones, Yvonne	Clerk-Dean of Instruction		1
Buentello, Orlando	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
Cardenas, Yadira	Teacher - Elementary		1
Cardona, Maria Clementina	Teacher-Elementary		1
Cardoza, Lynette	Secretary-Federal Programs		1
Cardoza, Melva	Instructional Aide		1
Castro, Leslie Michelle	Assistant Principal of Instruction		1
Cole, Michael W	Teacher - Middle School		1
Colonga, Amanda Aveldia	Parent Center Educator		1
Compian, Lizbeth	Instructional Aide		1
Cortez, Sandy C	Teacher-Middle School		1
Cuevas, Armando E.	Instructional Aide		1
De Hoyos, Ana Iris	Accountant		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
De La Rosa, Jose L	Teacher - Middle School		1
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
Dominquez, Josha Alberto	Instructional Aide		1
Escovedo, Cynthia	Instructional Aide		1
Espinoza, April	Instructional Aide		1
Estrada, Joanna M.	Library Aide		1
Flores, Clarissa Samantha	Instructional Aide		1
Garay, Araceli	Dean of Instruction		1
Garcia, Angela Aleman	Parent Center Educator		1
Garcia, Christian Samuel	Assistant Principal of Instruction		1
Garcia, Dora Elia	Instructional Aide		1
Garcia, Elsa Viola	Library Aide		1
Garcia, Juan M	Assistant Principal of Instruction		1
Garcia, Laryssa Raynah	Instructional Aide		1
Garcia, Maria Guadalupe	Assistant Principal of Instruction		1
Garcia, Maritza Elizabeth	Dean of Instruction		.22
Garza Gonzalez, Iris	Parent Center Educator		1
Garza, Abigail	Instructional Aide		1
Garza, Crystal Mae	Dean of Instruction		1
Garza, Irene	Nurse Aide		1
Garza, Julissa	Instructional Aide		1
Garza, Maria Velia	Instructional Aide		.57
Gonzales, Jennifer	Instructional Aide		1
Gonzales, Josefa	Instructional Aide		1
Gonzalez, Priscilla Marie	Library Aide		1
Gonzalez, Yolanda H.	Parent Center Educator		1
Guerrero, Elva	Clerk-Federal Pregorams		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guevara, Norma Linda	Secretary-Parental Involvement		1
Hernandez, Alejandra	Instructional Aide		1
Hernandez, Claudia Andrea	Instructional Aide		1
Hernandez, Jacqueline	Assistant Principal of Instruction		1
Hinojosa, Alejandro	Instructional Aide		1
Hinojosa, Kassandra Leeann	Library Aide		1
Hinojosa, Odelia H.	Parent Center Educator		1
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
Leija, Juanita Isabell	Instructional Aide		1
Lejia, Tanya Leeann	Parent and Family Engagement		1
Limas, Joellen Carrizales	Nurse Aide		1
Longoria, Selena	Parent Center Educator		1
Lopez, Ivonne	Instructional Aide		1
Losoya, Cynthia	Nurse Aide		1
Manrique, Magaly	Instructional Aide		1
Martinez, Alice	Parent Center Educator		1
Martinez, Alma I.	Instructional Aide		1
Martinez, Andres	Instructional Aide		1
Martinez, Helen Louise	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, Roxanne	Parent and Family Engagement		1
Martinez, Yrabel	Parent and Family Engagement		1
Mata, Diana Aracely	Parent Center Educator		1
Maycotte, Elizabeth	Instructional Aide		1
Medina, Rigoberto Xavier	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Montalvo, Esperanza	Instructional Aide		1
Morales, Norma Linda	Parent and Family Engagement		1
Moreno, Esperanza	Instructional Aide		1
Moreno, Maria Rebecca	Dean of Instruction		1
Munoz, Belinda	Instructional Aide		1
Nebre, Cristina	Instructional Aide		1
Nino, Maria Teresa	Assistant Principal of Instruction		1
Olguin, Sandra	Library Aide		1
Ortega, Flor Estela	Teacher-Elementary		1
Ortega, Leticia	Nurse Aide		1
Ortiz, Maria G.	Teacher-Elementary		1
Pean-Zuniga, Margot Esther	Clerk-Federal Programs Part-Time		1
Pedroza, Zulia	Dean of Instruction	1	1
Perez, April Renee	Assistant Principal of Instruction		1
Perez, Judith Alejandra	Parent and Family Engagement		1
Perez, Noelia	Instructional Aide		1
Pina, Rosa Isela	Strategist - Instructional - Elementary		1
Ramirez, David	Library Aide		1
Ramirez, Melinda	Nurse Aide		1
Regalado, Deborah Denise	Dean of Instruction		1
Regino, Ana Teresa Nava	Clerk-Dean of Instruction		1
Regino, Destany Reian	Instructional Aide		1
Rendon, Anna Margarita	Teacher - High School		1
Reyes, Irazema	Assistant Principal of Instruction		1
Reyes, Rachel	Instructional Aide		1
Rodriguez, Amelia R	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rodriguez, Claudia P.	Library 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
Rubio, Kenneth Graciano	Teacher -High School		1
Salinas, Marisela Rico	Library Aide		1
Sanchez, Gaspar	Instructional Aide		1
Sanchez, Linda Janet	Nurse Aide		1
Santoy, Rita Nicole	Parent Center Educator		1
Sauceda, Simon	Teacher - High School		1
Schmutz, Melissa Jane	Assistant Principal of Instruction		1
Sepulveda, Juanita	Nurse Aide		1
Serrano Piliego, Liliana	Strategists -Instructional Elementary		1
Singleterry, Belia	Instructional Aide		1
Tamez, Celestino	Library Aide		1
Tamez, Tomas	Director-Parental Involvement		1
Torres, Gabriela	Instructional Aide		1
Torres, Lazaro	Instructional Aide		1
Tovar, Maria L	Teacher-Middle School		1
Trevino, Brittany	Assistant Principal of Instruction		1
Tristan, Maria De Jesus	Parent Center Educator		1
Uvalle-Castro, Karla Y	Dean of Instruction		1
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
Varela, Destiny Luv	Instructional Aide		1
Vargas, Marco J	Instructional Aide		1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vasquez, Elvia M	Instructional Aide		1
Vega, Jessica	Library Aide		1
Vento, Lori Eleanor	Instructional Aide		1
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, Jamie	Nurse Aide		1
Ybarra, Aaron Eli	Instructional Aide		1
Zamora, Martha L	Teacher-Middle School		1
Zamorano, Belinda	Instructional Aide		1
Zuniga, Lorena	Library Aide		1

Title I Part A LEA Plan Committee

Committee Role	Name	Position
Administrator	Emily Anderson	Science Director
Other ESSA Program	Gregorio Arellano	Bilingual Director
Parent	Monica Gonzalez	Parent
Specialized Instructional Support Personnel	Roxanne Saldivar	Nurse
Specialized Instructional Support Personnel	Eunice L. Vasquez	Counselor
Specialized Instructional Support Personnel	Joanna De Leon	Counselor
Other	Ana De Hoyos	Accountant
Paraprofessional	Sara Zamora	Teacher Assistant
Specialized Instructional Support Services	Melanie Ballardo	Student Support Services
Paraprofessional	Marisol Morales	Teacher Assisstant
Administrator	Lydia Lugo	Director of Human Resources
Administrator	Rashad Rana	Exe. Director for Organizational Development
Other School leader	Orlando Moreno	Assistant Principal
Other School Leader	Brittany Trevino	Assistant Principal
Principal	Maria Hinojosa	Principal
Principal	Veronica Huerta	Principal
Teacher	Brianna Alvarez	Teacher
Teacher	Delma Rodriguez	Teacher
Teacher	Isela Cantu	Teacher
Teacher	Diana Rivera	Teacher
Individuals with Disabilities Education Act	Sylvia Cardenas	Director of Special Education
Rehabilitations Act of 1973	Diana Villanueva	Director of Academic Support
Administrator	San Juanita Franco	Director of Advanced Academics
Administrator	Eunice Canales	CCMR Coordinator
Parent	Timo De Leon	Parent
Head Start Act	Librado De Hoyos	Chief PreK Collaboration Officer
McKinney-Vento Homeless Assistance Act	Tomas Tamez	Director of Family Engagement

Committee Role	Name	Position
Carl D. Perkins Career and Technical Act of 2006	Juan Leal	Director of CTE
Administrator	Griselda Alvarez	Exe. Director of Leadership and Federal Programs

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	JUAN LEAL	CAREER & TECHNOLOGY EDUCATION DIRECTOR
Community Representative	Moises Flores	Attorney & Counselor At Law
Parent	ELIZABETH DE LA ROSA	PARENT
Parent	REY DAVILA	PARENT
Parent	VERONICA VASQUEZ	PARENT
Administrator	DAVID Q. MORENO	SUPERVISOR FOR WAREHOUSE
Administrator	ANGELA DOMINGUEZ	SUPERINTENDENT
Administrator	REBECCA CASTANEDA	ASST. SUPERINTENDENT OF LEADERSHIP
Classroom Teacher	JOHNATHON FIGUEROA	TEACHER
Classroom Teacher	ALFONSO SALINAS	TEACHER
Administrator	NORMA CRUZ	COUNSELOR
Classroom Teacher	JESUS HERNANDEZ	TEACHER
Administrator	MARISSA DE LA GARZA	CURRICULUM SPECIALIST
Classroom Teacher	OLGA CAMPOS	TEACHER
Classroom Teacher	JEAN-LUC CANAS	TEACHER
Classroom Teacher	GUADALUPE RIVERA	TEACHER
Classroom Teacher	ANA VASQUEZ	TEACHER
Classroom Teacher	LORI MARTINEZ	TEACHER
Administrator	DEBRA HARRIS	EDUCATIONAL SERVICES COORDINATOR
Classroom Teacher	GERARDO SILVA	TEACHER
Classroom Teacher	MAIRA PALACIOS	TEACHER
Classroom Teacher	ALICIA GONZALEZ	TEACHER
Classroom Teacher	CINDY GONZALEZ	TEACHER
Classroom Teacher	ERICA GARCIA	TEACHER
Classroom Teacher	HECTOR D. NANEZ	TEACHER
Classroom Teacher	JUAN M. GARCIA	TEACHER
Classroom Teacher	ILARIA RODRIGUEZ	TEACHER

Committee Role	Name	Position
Classroom Teacher	DORA POLIN	TEACHER
Classroom Teacher	CARLOS MEJIA	TEACHER
Classroom Teacher	ISELA CANTU	TEACHER
Classroom Teacher	LANEY LOPEZ	TEACHER
Classroom Teacher	ALICIA COVARRUBIAS	TEACHER
Classroom Teacher	ELIAZAR TREVINO	TEACHER
Classroom Teacher	FLOR ORTEGA	TEACHER
Classroom Teacher	MEGAN JOHNSON	TEACHER
Classroom Teacher	INOCENCIO PEREZ	TEACHER
Classroom Teacher	CRISTINA JIMENEZ	TEACHER
Classroom Teacher	GUADALUPE GUERRERO	TEACHER
Classroom Teacher	ROXANNE GARZA	TEACHER
Classroom Teacher	JUDITH RIOS	TEACHER
Classroom Teacher	MARIA RICO	TEACHER
Classroom Teacher	ROLANDO GARCIA	TEACHER
Classroom Teacher	KIMBERLY VASQUEZ	TEACHER
Classroom Teacher	CIPRIANO TAMEZ	TEACHER
Classroom Teacher	ELIZABETH CORONADO	TEACHER
Administrator	CHRISTELLA GUERRERO	COUNSELOR
Classroom Teacher	SARA GONZALEZ	TEACHER
Classroom Teacher	MARIA RODRIGUEZ	TEACHER
Classroom Teacher	KRYSTAL GARATE	TEACHER
Administrator	EMMY DE LA GARZA	TEACHER
Classroom Teacher	LETICIA QUIROZ	TEACHER
Classroom Teacher	APRIL ESTRADA	TEACHER
Classroom Teacher	BRITTANY TREVINO	TEACHER
Classroom Teacher	TERESA CORTEZ	TEACHER
Non-classroom Professional	LYZA ARANDA	SCHOOL LIBRARIAN
Classroom Teacher	MAYRA VALDEZ	TEACHER
Classroom Teacher	HEATHER MENDOZA	TEACHER
Classroom Teacher	NATHAN GARFIELD	TEACHER

Committee Role	Name	Position
Classroom Teacher	DULCE MEDRANO	TEACHER
Classroom Teacher	SALOME DIAZ	TEACHER
Administrator	MARIA R. MORENO	DEAN OF INSTRUCTION
Classroom Teacher	MICHELE CASTILLO	TEACHER
Classroom Teacher	ENEDINA VILLARREAL	TEACHER
Non-classroom Professional	CONCEPCION GONZALEZ	SCHOOL LIBRARIAN
Classroom Teacher	AMY SILVA	TEACHER
Classroom Teacher	VICTOR CHAVEZ	TEACHER
Classroom Teacher	LUIS SAUCEDA	TEACHER
Classroom Teacher	CARLOS VALDEZ	TEACHER
Classroom Teacher	ROLANDO VASQUEZ	TEACHER
Classroom Teacher	CHRIS DE LEON	TEACHER
Administrator	ALLISON ORTEGA	DIRECTOR OF SOCIAL STUDIES
Administrator	GREGORIO ARRELLANO	DIRECTOR OF BILINGUAL
Administrator	JAVIER VILLANUEVA	EXECUTIVE DIRECTOR OF DATA EVALUATION & PERFORMANCE
Administrator	GRISELDA ALVAREZ	DIRECTOR OF FEDERAL PROGRAMS
Administrator	OFELIA ALVAREZ	DIRECTOR OF TESTING AND EVALUATION
Administrator	MARITZA NAVARRO	SPECIAL EDUCATION SUPERVISOR
Administrator	DIANA VILLANUEVA	DIRECTOR OF ACADEMIC SUPPORT
Administrator	SYLVIA CARDENAS	DIRECTOR OF SPECIAL EDUCATION
Administrator	RASHAD J. RANA	ASST. SUPERINTENDENT OF EDUCATIONAL SERVICES
Administrator	EMILY ANDERSON	DIRECTOR OF SCIENCE
Administrator	SYLVIA VELA	DIRECTOR OF ENGLISH LANGUAGE ARTS
Administrator	STEPHANIE POWELSON	EXECUTIVE DIRECTOR FOR CURRICULUM & INSTRUCTION

District Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Get Reading Libraries - VISTA: Bilingual/ESL Department		\$12,598.74
1	1	1	Bilingual Dept. Mid Valley Office Supply		\$1,380.60
1	1	1	TNTP Services: bilingual/ESL Dept		\$89,500.00
1	1	1	Bilingual Dept. -Midvalley		\$1,215.00
1	1	1	TNTP Services: bilingual/ESL Dept		\$38,000.00
1	1	2	TELPAS Camps - ESC 1: Bilingual/ESL Dept		\$10,800.00
1	1	2	ValidateMe!: Bilingual/ESL Department		\$43,125.00
1	1	2	BTLPT-Region One ESC		\$9,900.00
1	1	3	Seidlitz 7 Steps to a Language Rich, Interactive Classroom - Coaching Veterans & Munoz: (Bil/ESL Department)		\$133,200.00
4	1	1	Seidlitz 7 Steps Coaching: Bilingual/ESL Department Salazar		\$44,400.00
4	1	1	Content Based Language Instruction - ESC 1: Bilingual/ESL Department		\$1,600.00
4	1	1	Bilingual Supplement Test Prep-Infante Education Center: Bilingual/ESL Education Department		\$10,000.00
4	1	1	BTLPT Test Prep-ESC 1: Bilingual/ESL Department		\$9,900.00
4	1	1	Observations of Interdisciplinary Biliteracy Sequence - Travel		\$1,219.90
4	1	1	ESL Certification - Teach US: Bilingual/ESL Department		\$26,250.00
Sub-Total					\$433,089.24
Budgeted Fund Source Amount					\$828,617.00
+/- Difference					\$395,527.76
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum and Associates/iReady		\$228,849.00
1	1	1	24-25 Pregnancy Related Services Mileage Reimbursement for CEHI		\$3,500.00
1	1	1	Curriculum and Associates/iReady		\$228,849.00
1	1	1	Math & Science Manipulatives - EAI, NASCO, Wards, hand2mind, Lakeshore, Carolina Biological, Steve Spangler,	164.11.6399.00.823.0.00	\$150,000.00

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$611,198.00
Budgeted Fund Source Amount					\$8,726,244.00
+/- Difference					\$8,115,046.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2024 Texas Assessment Conference		\$419.00
1	1	1	International Dyslexia Association 2024 Annual Conference		\$1,138.50
1	1	1	Frontline Education Program: 504,RTI,ELA,SpED Dept.		\$89,551.77
1	1	1	Frontline Education Program: 504,RTI,ELA,SpED Dept.		\$89,551.77
1	1	2	Weslaco Area Clinic at Gulf Coast eye Intitute		\$0.00
4	1	1	ADOS 2 Training Hosted by South Texas ISD		\$0.00
4	1	1	TCASE Great Ideas 2025		\$2,032.36
4	1	1	Annual District Testing Coordinators with 5+ year (DTC Fall Training		\$0.00
4	1	1	Transition Meetings for TEDS, 18+ and Transition Staff		\$0.00
4	1	1	International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support)		\$1,138.50
4	1	1	Special Education Directors Meeting		\$0.00
4	1	1	ESC 20: Reducing Disciplinary Removal Rates		\$125.00
4	1	1	Evaluation & Eligibility a Whole Child Approach for students with visual impairment		\$0.00
4	1	1	Project TAPP: Teaching Autism and Practitioner Preparation		\$0.00
4	1	1	Unlocking Potential Dyslexia #325914		\$0.00
4	1	1	Region One ESC Special Education Directors' Meeting 2024-2025 Workshop# 284866, 329260, 329261, 329262, 329263, 329264, 329265		\$0.00
4	1	1	PLC Meeting PM #346023		\$0.00
4	1	1	Region One Transition Meetings for TEDA, 18Plus and Transition Staff		\$0.00
4	1	1	Partners in Progress workshop # 337884		\$0.00
4	1	1	ECSE Connect: Monthly Insights & Collaboration Workshop #340169		\$0.00
4	1	1	Para Educator Conference		\$260.00
4	1	1	Words for Life App: Features and Programming For LAMP		\$35.00
4	1	1	Texas Educational Diagnosticians Association Annual conference 2025		\$6,172.86

State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Unlocking Potential Dyslexia #325913		\$0.00
4	1	1	PLC Meeting AM #351341		\$0.00
4	1	1	Nonviolent Crisis Intervention Training		\$4,599.00
4	1	1	Putting the pieces together		\$0.00
4	1	1	AAC Learning Language Acquisition Through Motor Planning (LAMP)		\$139.00
4	1	1	2025 TASA Midwinter Conference		\$236.00
4	1	1	Dyslexia Handbook #346022		\$0.00
4	1	1	Region One #336993 DHH? Understanding the student in your classroom		\$0.00
4	1	1	Nonviolent crisis intervention training		\$2,049.00
4	1	1	Building a school community of inclusion for AAC Users		\$0.00
4	1	1	Dyslexia for a Day #335273		\$0.00
4	1	1	Texas School-based OT & PT webinar series		\$0.00
4	1	1	The ABC's of a Full and Individual Evaluation #311326		\$0.00
4	1	1	Writing Impactful and Defensible FIE/FIE's #322262		\$0.00
4	1	1	Region One Transition Meetings for TEDS, 18Plus and Transition Staff		\$0.00
4	1	1	Southwest Orientation & Mobility Conference 2024		\$1,781.62
4	1	1	Putting the pieces together: ensuring a comprehensive autism spectrum disorder evaluation with Ashley Arnold		\$0.00
4	1	1	Post Secondary Goals, Transition Planning and PLAAFPs for complex needs students		\$0.00
4	1	1	Transition Fair for Students who are visually impaired, blind or deafblind		\$0.00
4	2	2	RGV Vipers Game "Special Needs Day Game"		\$264.00
4	2	2	Special Olympics Competition (11.07.2024)		\$358.84
4	2	2	Special Olympics Competition (11.08.2024)		\$822.53
4	2	2	Special Olympics Competition (11.05.2024)		\$1,022.55
4	2	2	Special Olympics Practice Bowling 10.10.24		\$679.00
4	2	2	Special Olympics Competition (11.04.2024)		\$812.58
4	2	2	Special Olympics Practice Bowling 10.09.24		\$635.00
4	2	2	Winter Gala Region One		\$231.00
Sub-Total					\$204,054.88

State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$470,482.00
+/- Difference					\$266,427.12
GT (168)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Testing Material	168.11.6339.00.903.21.0.00	\$22,000.00
1	1	1	Reading Material (G/T)	168.11.6329.00.903.21.0.00	\$8,400.00
1	1	1	Fixed Assets <\$5,000	168.11.6395.00.903.21.0.00	\$4,530.00
1	1	1	Teacher/Office Supplies (G/T)	168.11.6399.00.903.21.0.00	\$12,970.00
4	1	1	Travel - G/T Conference (Teachers)	168.13.6411.00.903.21.0.00	\$10,500.00
4	1	1	Misc. Contracted Services	168.13.6299.00.903.21.0.00	\$25,000.00
4	1	1	Travel - G/T Conference (Director)	168.21.6411.00.903.21.0.00	\$0.00
Sub-Total					\$83,400.00
Budgeted Fund Source Amount					\$81,038.16
+/- Difference					-\$2,361.84
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher/Office Supplies (Organizational Development)	199.13.6399.00.818.99.0.00	\$2,000.00
1	1	1	Miscellaneous Operating Expenses (Organizational Development)	199.13.6499.00.818.99.0.00	\$1,050.00
1	1	1	Texas Assessment Conference-		\$1,713.00
1	1	1	Office Supplies	199.21.6499.00.915.99.0.00	\$312.00
1	1	1	Meeting/ Trainings Snacks	21.6499.00.915.0.00	\$380.00
1	1	1	Student Tuition Non-Public Schools - DHS	199.11.6223.00.920.31.0.DH	\$52,500.00
1	1	1	Office Supplies	199.21.6499.00.915.99.0.00	\$312.00
1	1	1	Bilingual Dept.- Strategist supplies		\$994.00
1	1	1	Awards & Incentives (ACES UIL)	199.36.6498.00.881.99.0.00	\$1,100.00
1	1	1	Miscellaneous Operating Expenses (Advanced Academics)	199.21.6499.00.920.99.0.00	\$500.00
1	1	1	Teacher/Office Supplies (ACES UIL)	199.36.6399.00.881.99.0.00	\$1,162.00
1	1	1	Office Supplies	199.21.6499/6399.00.915.99.0.00	\$270.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	JJAEP Mou - Pay Tution for Student Local 199		\$39,600.00
1	1	1	Region One 3-Dimensional Learning (Science) Training		\$450.00
1	1	1	Purchasing Public Notice=\$13,500. fees & Dues=\$400.	6491-6495	\$13,900.00
1	1	1	Region One - HB3 Reading Academies for Teachers and Adminstrators		\$27,800.00
1	1	1	JJAEP (Balance we owe for 2023-2024 school year)		\$7,665.00
1	1	1	Misc. Operating Expense (Spelling Bee)	199.36.6499.00.890.99.0.SB	\$100.00
1	1	1	Scripps Spelling Bee	199.36.6495.00.890.99.0.SB	\$3,000.00
1	1	1	International Dyslexia Association 2024 Annual Conference		\$5,461.24
1	1	1	Teacher/Office Supplies	199.21.6399.00.920.99.0.00	\$3,238.00
1	1	1	Region One - HB3 Reading Academies for Teachers and Adminstrators		\$27,800.00
1	1	1	Region One 3-Dimensional Learning (Science) Training		\$450.00
1	1	1	Teacher/Office Supplies (Spelling Bee)	199.36.6399.00.890.99.0.SB	\$762.00
1	1	1	Student Tuition Non-Public Schools - DNHS	199.11.6223.00.920.31.0.DN	\$52,500.00
1	1	1	Teacher/Office Supplies (Organizational Development)	199.13.6399.00.818.99.0.00	\$2,000.00
1	1	1	JJAEP Mou - Pay Tution for Student Local 199		\$39,600.00
1	1	1	Miscellaneous Operating Expenses (Organizational Development)	199.13.6499.00.818.99.0.00	\$1,050.00
1	1	1	Meeting/Training Snacks	21.6499.00.915.99.0.00	\$310.00
1	1	1	Misc. Operating Expense (ACES UIL)	199.36.6499.00.881.99.0.00	\$4,500.00
1	1	1	Purchasing Public Notice=\$13,500. fees & Dues=\$400.		\$13,900.00
1	1	1	Bilingual Dept.- Strategist supplies	199.21.6499.00.915.99.0.00168.11.6329.00.903.21.0.00199.11.6223.00.920.31.0	\$994.00
1	1	1	Awards & Incentives (Spelling Bee)	199.36.6498.00.890.99.0.SB	\$600.00
1	1	1	24-25 Pathways Graduation & CCMR Tracking Took		\$13,562.50
1	1	1	Bilingual Dept.-Gateway		\$588.00
1	1	2	Bilingual Dept. Region One- LPAC Training		\$390.00
1	1	2	TEKSBank Test Bankfor STAAR 2.0 Practice Questions and Teacher Made Tests	199.11.6399.SW.890.11.0.00	\$22,323.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Purchasing Misc. Operating	6499	\$700.00
1	1	4	Region One Educational Service Center (Eduphoria: Premium Suite Edition)	199.116399.SW.890.11.0.00	\$63,000.00
1	1	4	Region one Bilingual Dept.		\$0.00
1	1	4	Technology and district software renewals and new , cell phones, orion,	6256,6249,6399.sw, 6239	\$762,021.00
1	1	6	24-25 Pathways - Student Support Services Graduation/CCMR Tracking Tool		\$13,562.50
2	1	2	Canva: Bilingual/ESL Department		\$2,000.00
2	1	2	PR - Travel	199.41.6411.00.738.99.0.00	\$12,000.00
2	1	2	PR - Technology (Computers, Labtops)	199.416395.00.738.99.0.00	\$13,000.00
2	1	2	PR- Supplies	199.41.6399.00.738.99.0.00	\$11,000.00
3	1	3	FY25 HR Local District Updates		\$5,000.00
3	1	3	FY25 HR Local District Update 2024.04		\$75.00
3	1	4	Purchasing Utilities	6256	\$1,500.00
3	1	5	TASA Conference Registration		\$585.00
3	1	5	Purchasing Misc. Contracted Services	6299	\$17,900.00
4	1	1	FY25 Vector Solutions		\$20,688.75
4	1	1	FY25 TASB Policy Service Membership Renewal		\$3,900.00
4	1	1	24-25 Region One Counselors Institute - FAFSA/ CCMR		\$175.00
4	1	1	24-25 Region One Workshop for Nurses - Individualized Health Plan Writing		\$1,060.00
4	1	1	FY25 (TIA) Consortium		\$6,500.00
4	1	1	TASA/ TASB txEdCON24		\$1,600.00
4	1	1	Purchasing Travel	6411	\$1,600.00
4	1	1	FY25 TAMUK Presentation - Refreshments		\$60.00
4	1	1	Region One Workshop #324855	21.6239.00.915.99.0.00	\$130.00
4	1	1	FY25 TASP Webinar Sessions		\$75.00
4	1	1	International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support)		\$8,521.28

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Region One Section 504 Conference New Coordinators WS#336424, Legal Updates WS#327702		\$0.00
4	1	1	2025 TASA Midwinter Conference		\$585.00
4	1	1	Superintendent/Board	701/702	\$0.00
4	1	1	Bilingual Dept. sams club		\$893.00
4	1	1	Bilingual Dept. Barnes & Noble		\$2,275.00
4	1	1	Executive Director	829	\$9,000.00
4	1	1	CKH Process Champions- Sweet Bread	199.21.649900.915.99.0.00	\$63.00
4	1	1	24-25 2025 Texas Association for Counselor Education and Supervision (TACES) Mid-Winter Conference		\$1,535.48
4	1	1	FY2025 Fall UTRGV Teachers Job Expo		\$800.00
4	1	1	FY Service Record Management		\$225.00
4	1	1	FY25 TASB Advanced HR Seminar		\$1,343.69
4	1	1	24-25 Region One Administrative Assistant Conference		\$130.00
4	1	1	24-25 Region One ESC - Stop the Bleed training for RNs and LVNs		\$150.00
4	1	1	24-25 Employee Mileage Reimbursement	21.6411.00.915.99.0.00	\$400.00
4	1	1	Travel (Advanced Academics Director)	199.21.6411.00.920.99.0.00	\$2,150.00
4	1	1	Bilingual Dept. Teacher meeting snacks		\$672.00
4	1	1	Testing Dept.-DTC Fall Training Region One, Title IX Training, Texas Assessment Conference/Mid Winter Conference		\$3,300.00
4	1	1	Misc. Contracted Services (Advanced Academics)	199.21.6299.00.920.99.0.00	\$350.00
4	1	1	Region One ILN #323328		\$0.00
4	1	1	FY25 Teach for America Coffee and Connections		\$24,000.00
4	1	1	Autentico Virtual PD - Savvas: Bilingual/ESL Department		\$750.00
4	1	1	FY2025 TASB Navigating Educator Certification		\$225.00
4	1	1	FY25 PowerSchool		\$21,560.00
4	1	1	Region One Workshop# 351580 FLIPS Overview Training		\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Misc. Contracted Services (Advanced Academics Director)	199.21.6299.00.920.99.0.00	\$785.00
4	1	1	24-25 Region One Financial Literacy Summit For Educators		\$465.73
4	1	1	Purchasing -Bonfire	6299	\$17,078.53
4	1	1	24-25 Region One Counselors Institute - 80/20 & TEA Updates		\$175.00
4	1	1	FY25 Personnel Law Conference For School Administrators		\$225.00
4	1	1	FY25 Frontline Clock in Cards		\$903.00
4	1	1	TASA Midwinter Conference	21.6299/6411.00.915.99.0.00	\$2,532.02
4	1	1	FY25 TASB HR Services Subscription		\$2,750.00
4	1	1	Rio Grande Valley Health & Wellness Community of Practice Meeting #2		\$0.00
4	1	1	Region One Librarian Leadership #339600,#339601,#339602,#339603,#339604,#339605		\$0.00
4	1	1	Bilingual Dept.- walmart		\$243.00
4	1	1	Region One- School Improvement Interventions		\$0.00
4	1	1	Travel, Tech mileage, inspections and lic. vehicle maintenance ,Noc maintenance, copier lease	6411/6499/6121/6246/6249/6269/6411/6499	\$53,314.00
4	1	1	FY25 ED311 Virtual Training -HR		\$245.00
4	1	1	FY25 TASB Service Agreement Pay System Maintenance		\$7,500.00
4	1	1	TASB Educator Certification		\$40.00
4	1	1	FY25 Region One Education Personnel Services Cooperative		\$10,923.40
4	2	6	24-25 School Health Services Referrals - Vision, Hearing, Dental		\$0.00
5	1	2	FY25 HR TEA Registration Fees Permits/Waivers		\$1,140.00
5	1	2	24-25 School Health Services Supplies		\$0.00
5	1	2	24-25 Employee Support Services Mobile Services		\$606.96
5	1	2	2024-2025 Records Department - Office Supplies		\$200.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Leadership Department - Warehouse and Office Supplies		\$6,000.00
5	1	2	FY25 HR DS SERVICES/ DPS SERVICES		\$3,000.00
5	1	2	Replenishing Warehouse Stock	1310	\$200,000.00
5	1	2	HR - Walsh Gallegos Kyle Robinson & Roalson P.C.		\$3,500.00
5	1	2	HR- Employee Mileage (Christy Cardenas)		\$26.73
5	1	2	FY25 HR TEA Registration Fees Permits/Waivers		\$570.00
5	1	2	24-25 SOS Technologies Stewart Oxygen Services - 20 Oxygen Tanks		\$6,000.00
5	1	2	2024-2025 Records Department - DS Services		\$500.00
5	1	2	Technology supplies	6399/6395	\$8,000.00
5	1	2	FY25 HR Office & Technology Supplies		\$1,000.00
5	1	2	FY25 Technology Software Camtasia		\$218.13
5	1	2	24-25 Scales & Metrology Audiometer Repair - Donna High School		\$426.55
5	1	2	Purchasing Operating =\$2,500 Fix =\$1,000. Supplies=\$1,924.	6269-6395-6399	\$5,424.00
5	1	2	Testing Department-Testhound Software		\$22,380.50
5	1	2	ORGANIZATIONAL DEVELOPMENT	LOCAL 199	\$2,750.00
5	1	2	24-25 Student Support Services Copier Lease		\$1,502.42
5	1	2	HR- Sams (Secretary Training)		\$200.00
5	1	2	24-25 SHAC Meeting Year Supplies		\$750.00
5	1	2	Computer - Opti-Plex small form factor (Plus 7020)		\$2,416.79
5	1	2	24-25 Student Support Services Mobile Services		\$1,062.84
5	1	4	Student incentives for perfect attendance		\$0.00
Sub-Total					\$1,726,752.00
Budgeted Fund Source Amount					\$71,684,588.0
+/- Difference					\$69,957,835.9
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum and Associates/iReady		\$228,849.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum and Associates/iReady		\$228,849.00
1	1	1	Curriculum Associates ThinkUp Science Toolbox		\$24,828.50
1	1	1	Hatch Program for PK3 & PK4		\$24,305.00
2	1	2	Finalsite	211.61.6299.75.915.24.0.00	\$49,950.00
2	2	2	Title I Crate 806 Technologies	6399	\$11,550.00
2	2	3	Registation Fees	6239	\$1,000.00
2	2	3	Local, Regional, State, and National Conferences as necessary	6411	\$5,000.00
3	1	4	Ink Cartridges	21.6399.00.915.24.0.00	\$180.00
4	1	1	Region One Workshop 330721		\$0.00
Sub-Total					\$574,511.50
Budgeted Fund Source Amount					\$9,336,296.00
+/- Difference					\$8,761,784.50
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	PAC-Miscellaneous light snacks and refreshments for staff and parent training sessions/meetings	6499	\$5,000.00
4	1	1	Migrant (AMET)		\$5,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$575,522.00
+/- Difference					\$565,522.00
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

Perkins (244)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$301,176.00
+/- Difference					\$301,176.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Writing/Updates/Curriculum Maintenance	255.13.6118.00.823.24.0.CW	\$123,772.00
1	1	1	TNTP Services: Bilingual/ESL Dept		\$320,000.00
1	1	1	Curriculum and Associates/iReady		\$35,200.00
1	1	1	International Dyslexia Association 2024 Annual Conference		\$6,901.00
4	1	1	International Dyslexia Association 2024 Annual Conference (Dept. of Academic Support)		\$6,901.00
4	1	1	CKH Leadworthy Course Subscription	13.6299.0.915.24.0.00	\$990.00
4	1	1	CKH- Process Champions DH/ DNHS		\$16,900.00
4	1	1	CKH- District Premium		\$1,250.00
4	1	1	CKH Campus Traction Visit	13.6299.00.915.24.0.00	\$33,750.00
4	1	1	CKH- Campus Premium		\$54,000.00
4	1	1	CKH- Leadworthy Certification Training	255.13.6299.00.915.24.0.00	\$4,720.00
4	2	1	Region One Registration Fees		\$300.00
4	2	2	Phoenix, Arizona Conference - 255.13.6411.00.828.24.0.00 Title II		\$54.00
Sub-Total					\$604,738.00
Budgeted Fund Source Amount					\$1,073,636.00
+/- Difference					\$468,898.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ClassKick: Bilingual/ESL Department		\$46,500.00
1	1	1	ClassKick: Bilingual/ESL Department		\$46,500.00
1	1	1	Bilingual Dept. Supplies		\$396.00
1	1	1	TNTP Services: bilingual/ESL Dept		\$89,500.00
1	1	1	TCM Student Guided Practice Books and Readers: Bilingual/ESL Department		\$26,869.21
1	1	2	Curriculum Enhancement - Oct to Dec: Bilingual/ESL Department		\$32,686.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	I Have a Newcomer ML Online PD - Rooted Linguistics LLC: Bil/ESL Department		\$750.00
4	1	1	Bilingual Dept. Teacher supplies		\$396.00
4	1	1	Bilingual dept.- Technology equipment charging stations		\$3,700.00
Sub-Total					\$247,297.21
Budgeted Fund Source Amount					\$671,472.00
+/- Difference					\$424,174.79
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	CodeMonkey Software Rivas, Caceres, Salinas		\$6,600.00
1	1	1	Teacher Office Supplies for ALL Elementary Campuses (ARTES)		\$1,371.00
1	1	1	Teacher Office Supplies for ALL Elementary Campuses (ARTES)		\$1,371.00
1	1	1	Mariachi Consultant Services for Solis MS		\$8,100.00
1	1	1	Mariachi Consultant Services for Solis MS		\$8,100.00
4	2	1	24-25 Community In Schools		\$135,000.00
4	2	1	Vape Detector Subscription 2024-2025	289.52.6399.00.915.99.0.00	\$16,240.00
4	2	2	After School R.E.A.D.Y. Program-Extra Duty Pay		\$27,679.00
4	2	2	Extra Pay for Elementary ARTES After School Program		\$27,720.00
Sub-Total					\$232,181.00
Budgeted Fund Source Amount					\$696,586.00
+/- Difference					\$464,405.00
Idea B (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TNTP Services: bilingual/ESL Dept		\$179,000.00

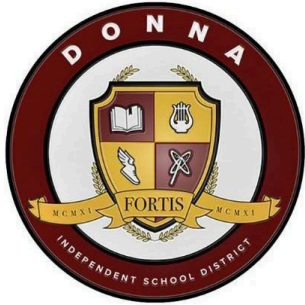
Idea B (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum and Associates/iReady		\$35,200.00
Sub-Total					\$214,200.00
Budgeted Fund Source Amount					\$62,998.00
+/- Difference					-\$151,202.00
School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources 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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$75,676,784.00
+/- Difference					\$75,676,784.00

ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$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
+/- 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
1	1	1	Textbook Resources for Integrated Physics and Chemistry (Summit K12)		\$4,128.43
Sub-Total					\$4,128.43
Budgeted Fund Source Amount					\$76,890.00
+/- Difference					\$72,761.57
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
3	1	1	Transportation/ Fuel	6311	\$248,000.00
3	1	1	Transportation / Parts	6319	\$588,554.66
3	1	1	maintenance parts	6319-6299 6246	\$220,000.00
3	1	4	Tranportation- Misc. Operating Expense	6499	\$5,100.00
3	1	5	Transportation Registration Fees/ Misc. Contracted Service	6299	\$20,700.00
3	2	4	Bus Repairs	6246	\$17,000.00
4	2	2	Transportation/ Physicals	6219	\$21,520.00
5	1	2	Transportation- Fix Assets	6395	\$27,500.00
5	1	2	Transportation -Operating Lease Rental Mops & Matts	6269	\$6,000.00
5	1	2	Supplies for Transportation	6399	\$30,300.00
5	1	2	Transportation - Utilities- GPS	6259	\$30,693.75
5	1	2	Warehouse Expenditures	6399-6269	\$35,000.00
5	1	2	Supplies for Transportation	6319	\$579,449.23
5	1	2	Transportation Awards & Incentives	6498	\$4,500.00
Sub-Total					\$1,834,317.64
Budgeted Fund Source Amount					\$623,906.57
+/- Difference					-\$1,210,411.07

Athletic Fund (181)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Athletics-Contracted Maintenance & Repair	6249	\$18,000.00
3	1	1	Athletic-Supplies & Maintenance-General	6319	\$15,000.00
3	1	4	Athletics-Misc. Operating Expense	6499	\$5,000.00
3	1	5	Registration Fees/Misc. Contracted Service	6299	\$120,000.00
4	1	1	Athletics	6411	\$20,000.00
5	1	2	Athletics-Athletic Supplies, Software, Warehouse Supplies	6399	\$50,000.00
5	1	2	Athletics- Fixed Assets	6395	\$5,000.00
Sub-Total					\$233,000.00
Budgeted Fund Source Amount					\$13,023.00
+/- Difference					-\$219,977.00
Region One Building Mental Health Leaders (216)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	24-25 Region One Building Mental Health Leaders Grant (RBMHL) Exam Cost Reimbursement Melissa Luna		\$230.00
4	1	1	24-25 Region One Building Mental Health Leaders Grant (RBMHL) Tuition Reimbursement Melissa Luna		\$5,946.00
Sub-Total					\$6,176.00
Budgeted Fund Source Amount					\$24,975.00
+/- Difference					\$18,799.00
Grand Total Budgeted					\$208,524,187.73
Grand Total Spent					\$7,019,043.94
+/- Difference					\$201,505,143.79

Addendums



"THE DISTRICT"

DONNA

INDEPENDENT SCHOOL DISTRICT



COMMUNITY RESOURCE GUIDE

A guide to health, behavioral, and social services available to the community.

DISCLAIMER

This guide is not a complete list of every resource in the county. If a resource is not listed, it does not mean that the resource does not exist or is not important. References herein to any specific resources does not necessarily constitute or imply its endorsement, recommendation, or favoring by Donna ISD. The material provided in this publication is presented in summary form, in general in nature and is provided for public information purposes only.

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DONNA ISD

Mission

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

Vision

- ❖ Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

Number One Outcome

- ❖ To graduate all students per their expected graduation date, ready for college, career, or military

Strategic Plan Goals

- ❖ Goal 1: Focus on Student Success
- ❖ Goal 2: Focus on Family and Community Engagement
- ❖ Goal 3: Focus on Operational Excellence
- ❖ Goal 4: Focus on Employees and Organizational Excellence
- ❖ Goal 5: Focus on Financial Stewardship

Resource Process

RESOURCE TYPE	ABOUT	RESOURCE PROCESS	RESOURCE PERSONNEL
Resource List	<p>The resource list outlines community resources available to the community and organized by need. There are no formal agreements with these agencies and they are not in any specific order nor is one resource favored over another.</p> <p>The list is provided to families directly to make the best selection of service based on their needs.</p>	<p>Donna ISD personnel</p> <ul style="list-style-type: none"> ✓ Provide families referral choice list. ✓ Provide review of the organization of the list. ✓ Families will review and make their selected choice. ✓ Families will make the initial contact to inquire and coordinate the services that best meet their needs. 	Any Donna ISD Personne

RESOURCE LIST



Behavioral/Mental Health Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
DHR Health Behavioral Hospital <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare 	Provides an array of outpatient and inpatient mental health services for individuals who have acute psychiatric disorders (drug and alcohol addiction, depression, anxiety, borderline personality, post-traumatic stress disorder, bipolar disorder, schizophrenia, eating disorders, trauma-related mental illness).	Counseling and Psychiatric Center 2821 Michael Angelo Drive, Suite 204 Edinburg, TX 78519 (956) 362-8290 Behavioral Hospital 5510 Raphael Drive Edinburg, TX 78539 (956) 362-4357 https://www.dhrhealth.com/services/behavioral-health
Palms Behavioral Health <ul style="list-style-type: none"> ↔ Adolescents 12-17 ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare 	Provides inpatient mental health services for individuals who have acute behavioral and mental health problems that interfere with their daily community, school, home, personal, or another life activity, and short-term inpatient hospitalization in crisis situations (risk of suicide or self-harm).	613 Victoria Lane Harlingen TX 78550 (956) 365-2600 https://palmsbh.com
Rio Grande State Center <ul style="list-style-type: none"> ↔ Adults 18+ 	Public provider that offers outpatient medical healthcare, inpatient mental health care services, and long-term services for individuals with intellectual and developmental disabilities, including severe mental health problems.	1401 Rangerville Road Harlingen, TX 78550 (956) 364-8000 https://www.hhs.texas.gov/services/mental-health-substance-use/state-hospitals/rio-grande-state-center

South Texas Health Systems Behavioral ↔ Children & Adolescents ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare	Provides outpatient and inpatient mental health services for individuals who have behavioral health issues and persistent mental health problems (depression, anxiety) or other emotional symptoms that impact with their ability to carry out their usual day to day activities.	2102 West Trenton Road Edinburg, TX 78539 (956) 388-1300 https://southtexashealthsystembehavioral.com																	
Tropical Texas Behavioral Health ↔ Children & Adolescents 3-17 ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ Sliding Fee Scale	Provides an array of outpatient mental health services for individuals who have severe and persistent mental health problems (depression, schizophrenia, bipolar disorders) or any other serious emotional symptoms that interfere with their daily activities and crisis response services (risk of suicide or self-harm).	<div>Hours of Operation: Monday-Friday 8:00AM-5:00PM http://www.ttbh.org</div> <table><tr><td rowspan="3">Outpatient Clinic</td><td>Weslaco, TX</td><td>Edinburg, TX</td></tr><tr><td>2215 W. Business 83</td><td>1901 S. 24th Ave.</td></tr><tr><td>(956) 520-8800</td><td>(956) 289-7000</td></tr></table> <div>-----</div> <table><tr><td>24-Hour Crisis Hotline</td><td>1-877-289-7199</td></tr></table> <div>-----</div> <table><tr><td>Intellectual & Developmental Disabilities</td><td>(956) 289-7233</td></tr></table> <div>-----</div> <table><tr><td>Substance Use Disorder</td><td>(956) 520-8800</td><td>(956) 289-7061</td></tr></table> <div>-----</div> <table><tr><td>Veterans/Peer Drop in Center</td><td>(956) 520-8860</td><td>(956) 316-3041</td></tr></table> <div>-----</div>	Outpatient Clinic	Weslaco, TX	Edinburg, TX	2215 W. Business 83	1901 S. 24th Ave.	(956) 520-8800	(956) 289-7000	24-Hour Crisis Hotline	1-877-289-7199	Intellectual & Developmental Disabilities	(956) 289-7233	Substance Use Disorder	(956) 520-8800	(956) 289-7061	Veterans/Peer Drop in Center	(956) 520-8860	(956) 316-3041
Outpatient Clinic	Weslaco, TX	Edinburg, TX																	
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Substance Use Disorder	(956) 520-8800	(956) 289-7061																	
Veterans/Peer Drop in Center	(956) 520-8860	(956) 316-3041																	

		<div><div>Mental Health Adult Services NEW Appointment</div><div>1-800-813-1233</div></div>
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Child/Youth Services

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION						
Children's Advocacy Center of Hidalgo ➔ Children & Adolescents	Coordinates and facilitates investigations by providing on site child forensic video recorded interviews, immediate crisis counseling, individual/family counseling, group counseling, sexual assault examinations and assistance with crime victims compensation program.	525 West Wisconsin Road Edinburg, TX 78539 (956) 287-9754 https://cachsc.org						
Court Appointed Special Advocates (CASA) of Hidalgo ➔ Children & Adolescents	Advocates for the best interest of children in state custody. Provide quality volunteer representation; seek a safe, stable and permanent home for children.	1001 South 10th Avenue Edinburg, TX 78539 (956) 381-0346 http://casaofhidalgo.com						
Tropical Texas Behavioral Health ➔ Children & Adolescents 3-17 ➔ Adults 18+ ➔ Accepts many insurance plans ➔ Medicaid ➔ Medicare ➔ Sliding Scale	Provides an array of outpatient mental health services for individuals who have mental health problems and who exhibit serious functional impairment. Services provided include crisis and intake assessment, case management, rehabilitation services, medication related services, pharmacy services and individual, family, and group counseling.	<p>Hours of Operation: Monday-Friday 8:00AM-5:00PM http://www.ttbh.org</p> <table> <tr> <td></td><td>Weslaco, TX</td><td>Edinburg, TX</td></tr> <tr> <td>Outpatient Clinic</td><td>2215 W. Business 83 (956) 520-8800</td><td>1901 S. 24th Ave. (956) 289-7000</td></tr> </table> <hr/> <p>24-Hour Crisis Hotline 1-877-289-7199</p> <hr/> <p>Intellectual & Developmental Disabilities (956) 289-7233</p> <hr/>		Weslaco, TX	Edinburg, TX	Outpatient Clinic	2215 W. Business 83 (956) 520-8800	1901 S. 24th Ave. (956) 289-7000
	Weslaco, TX	Edinburg, TX						
Outpatient Clinic	2215 W. Business 83 (956) 520-8800	1901 S. 24th Ave. (956) 289-7000						

		<div><div>Substance Use Disorder</div><div>(956) 520-8800</div><div>(956) 289-7061</div></div> <div><div>Veterans/Peer Drop in Center</div><div>(956) 520-8860</div><div>(956) 316-3041</div></div>
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Counseling/Social-Emotional Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Buckner Children and Family Services, Inc ➡ Children & Adolescents 0-17 ➡ Adults 18+ ➡ Families	Provides screening/intake, crisis intervention, skill-based training (life skills and parent classes), case management services, case follow-up and outreach, short-term counseling, emergency care (youth shelter).	3780 North Bentsen Palm Drive Mission, TX 78574 (956) 668-0145 https://www.buckner.org
Catholic Charities of the Rio Grande Valley ➡ Women ➡ Men ➡ Families ➡ Free	<p>CCRGV Counseling Program provides short term counseling services to individuals, couples, and families in need of counseling. It also provides services to women looking for alternatives to abortion with counseling, classes and resources.</p> <p>The Pregnancy Counseling Program benefits unborn children up to the first year of the child's life and the child's parents. Individuals or couples can receive pregnancy, childbirth, parenting classes, receive counseling and mentoring assistance with career and education decisions, and material assistance for maternity and baby clothing, food, and other baby items through our Baby Boutique.</p>	700 North Virgen De San Juan Blvd. San Juan, TX 78589 (956) 702-4088 https://www.catholiccharitiesrgv.org/Home.aspx

<p>Hope Family Health Center</p> <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Adults 18+ ↔ Families ↔ Free ↔ Donation recommendation \$5-\$15 	<p>Hope Family Health Center is a non-profit organization that provides medical and counseling services including preventive care and education to individuals and families. Services include: primary medical care, laboratory services, integrated/team based care, mental health counseling, psychotherapy, peer support & warmline, nutritional support, & wellness classes</p>	<p>2332 Jordan Rd McAllen, TX 78503 (956) 994-3319 https://www.hopefamilyhealthcenter.org/</p>																								
<p>Nuestra Clinica Del Valle</p> <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Adults 18+ ↔ Families ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ CHIP ↔ Sliding Fee Scale 	<p>Provides primary and preventive medical and dental services, including social services (referrals and drug assistance program).</p>	<p>Hours of Operation: Monday-Friday 8:00AM-5:00PM https://nuestraclinicadelvalle.org</p> <table border="0"> <tr> <td>Medical</td><td>105 South 10th Street Donna, TX 78537 (956) 464-5809</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td>Dental</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td><td>611 North Bryan Road Mission, TX 78571 (956) 580-3303</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td>Behavioral Health</td><td colspan="2">2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr> <td>Women's Health</td><td colspan="2">806 West 3rd Street San Juan, TX 78589 (956) 782-2131</td></tr> <tr><td colspan="3"><hr/></td></tr> </table>	Medical	105 South 10th Street Donna, TX 78537 (956) 464-5809	801 West 1st Street San Juan, TX 78589 (956) 787-0787	<hr/>			Dental	801 West 1st Street San Juan, TX 78589 (956) 787-0787	611 North Bryan Road Mission, TX 78571 (956) 580-3303	<hr/>			Behavioral Health	2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077		<hr/>			Women's Health	806 West 3rd Street San Juan, TX 78589 (956) 782-2131		<hr/>		
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Professional Psychiatric Associates of RGV, PLLC-PPA <ul style="list-style-type: none"> ↔ Children 4-11 ↔ Adolescents 12-17 ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ Chip 	Provides outpatient mental health services, assessments and screening, and medication therapy management for individuals who are experiencing psychiatric conditions including bipolar disorder, major depressive disorder.	104 S Salinas Blvd Suite A Donna, TX 78537 (956) 377-5710															
Tropical Texas Behavioral Health <ul style="list-style-type: none"> ↔ Children & Adolescents 3-17 ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ Sliding Fee Scale 	Provides an array of outpatient mental health services for individuals who have severe and persistent mental health problems (depression, schizophrenia, bipolar disorders) or any other serious emotional symptoms that interfere with their daily activities and crisis response services (risk of suicide or self-harm).	<p>Hours of Operation: Monday-Friday 8:00AM-5:00PM http://www.ttbh.org</p> <table> <tr> <td>Outpatient Clinic</td><td>Weslaco, TX 2215 W. Business 83 (956) 520-8800</td><td>Edinburg, TX 1901 S. 24th Ave. (956) 289-7000</td></tr> <tr> <td>24-Hour Crisis Hotline</td><td colspan="2">1-877-289-7199</td></tr> <tr> <td>Intellectual & Developmental Disabilities</td><td colspan="2">(956) 289-7233</td></tr> <tr> <td>Substance Use Disorder</td><td>(956) 520-8800</td><td>(956) 289-7061</td></tr> <tr> <td>Veterans/Peer Drop in Center</td><td>(956) 520-8860</td><td>(956) 316-3041</td></tr> </table>	Outpatient Clinic	Weslaco, TX 2215 W. Business 83 (956) 520-8800	Edinburg, TX 1901 S. 24th Ave. (956) 289-7000	24-Hour Crisis Hotline	1-877-289-7199		Intellectual & Developmental Disabilities	(956) 289-7233		Substance Use Disorder	(956) 520-8800	(956) 289-7061	Veterans/Peer Drop in Center	(956) 520-8860	(956) 316-3041
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		<div> Mental Health Adult Services NEW Appointment </div> <div>1-800-813-1233</div>
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Crisis Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Buckner Children and Family Services, Inc ➡ Children & Adolescents 0-17 ➡ Adults 18+ ➡ Families	Provides screening/intake, crisis intervention, skill-based training (life skills and parent classes), case management services, case follow-up and outreach, short-term counseling, emergency care (youth shelter).	3780 North Bentsen Palm Drive Mission, TX 78574 (956) 668-0145 https://www.buckner.org
Children's Advocacy Center of Hidalgo ➡ Children & Adolescents	Coordinates and facilitates investigations by providing on site child forensic video recorded interviews, immediate crisis counseling, individual/family counseling, group counseling, sexual assault examinations and assistance with crime victims compensation program.	525 West Wisconsin Road Edinburg, TX 78539 (956) 287-9754 https://cachsc.org
Family Crisis Center of the Rio Grande Valley ➡ Women ➡ Men ➡ Families ➡ Free	Provides 24-hour crisis assistance (crisis hotline, emergency shelter for victims and their children, crisis intervention, advocacy, hospital accompaniment) and transportation to a safe place and counseling services, legal advocacy, and educational programs for schools and community/professional groups.	616 West Taylor Harlingen, Texas 78550 (956) 423-9305 24-hour Hotline 1-866-423-9304 https://www.familycrisisctr.org
Tropical Texas Behavioral Health	Mobile Crisis Screening Unit (MCOT) provides crisis response services (risk of suicide or self-harm).	24-hour Hotline 1-877-289-7199 http://www.ttbh.org

**Women Together Foundation,
Inc.**

- ➡ Women
- ➡ Families

- ➡ Free

Provides crisis hotline 24 hour 7 days for emergency services and shelter victims of family violence, and/or sexual assault, their children and other family members.

511 North Cynthia Street
McAllen, TX 78501
(956) 630-4878

24-hour Hotline 1-800-580-4879

<http://mujeresunidas.org>

Crisis Helplines

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
National Runaway Safeline ⇨ Call ⇨ Text ⇨ Chat	The safeline provides 24/7, free and confidential support for teens thinking of running away from home or if they are a runaway ready to go home.	1-800-786-2929 https://www.1800runaway.org
Suicide Prevention Lifeline ⇨ Call ⇨ Text ⇨ Chat	The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.	1-800-273-8255 Text: 988 https://988lifeline.org
Love is Respect National Dating Abuse Hotline ⇨ Call ⇨ Text ⇨ Chat	The hotline provides 24/7, free and confidential support for young people between ages 13 and 26 who have questions or concerns about their romantic relationships.	1-866-331-9474 Text: LOVEIS to 22522 https://www.loveisrespect.org
National Domestic Violence Hotline ⇨ Call ⇨ Text ⇨ Chat	The hotline provides 24/7, free and confidential support to help survivors of domestic violence so they can live their lives free of abuse.	1-800-799-7233 Text: START to 88788 https://www.thehotline.org
Texas Youth Hotline ⇨ Call ⇨ Text ⇨ Chat	The hotline provides 24/7, free and confidential services for youth, their parents, and other family members of youth in crisis who need help finding a counselor, safe shelter, legal information, other local referral information, or just someone to talk to.	1-800-989-6884 https://www.dfps.state.tx.us/youth-helpline/default.asp

Dental Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION												
Dentist Who Care <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Families ↔ Low Income - Voucher Program 	Provides dental services to uninsured low-income students enrolled in the Rio Grande Valley school districts. Provides emergency dental care through "Charity Dental Voucher Program".	307 East Railroad Street Weslaco, TX 78597 (956) 318-3383 https://dentistwhocare.us												
Nuestra Clinica Del Valle <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Adults 18+ ↔ Families ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ CHIP ↔ Sliding Fee Scale 	Provides primary and preventive medical and dental services, including social services (referrals and drug assistance program).	Hours of Operation: Monday-Friday 8:00AM-5:00PM https://nuestraclinicadelvalle.org <table> <tr> <td>Medical</td><td>105 South 10th Street Donna, TX 78537 (956) 464-5809</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td></tr> <tr> <td>Dental</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td><td>611 North Bryan Road Mission, TX 78571 (956) 580-3303</td></tr> <tr> <td>Behavioral Health</td><td>2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077</td><td></td></tr> <tr> <td>Women's Health</td><td>806 West 3rd Street San Juan, TX 78589 (956) 782-2131</td><td></td></tr> </table>	Medical	105 South 10th Street Donna, TX 78537 (956) 464-5809	801 West 1st Street San Juan, TX 78589 (956) 787-0787	Dental	801 West 1st Street San Juan, TX 78589 (956) 787-0787	611 North Bryan Road Mission, TX 78571 (956) 580-3303	Behavioral Health	2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077		Women's Health	806 West 3rd Street San Juan, TX 78589 (956) 782-2131	
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ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Agua Dental ⇨ Children & Adolescents ⇨ Adults 18+ ⇨ Families ⇨ Accepts many insurance plans ⇨ Medicaid ⇨ Medicare ⇨ CHIP	Provides primary and preventive and dental services	Claudia Proa 956-393-7081 claudiaproa77@gmail.com
DentaQuest ⇨ Children & Adolescents ⇨ Adults 18+ ⇨ Families	Provides information on preventive dental services,	Jennifer Ortega 325-338-1487 jennifer.ortega@dentaquest.com

Emergency Shelters

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Bishop Enrique San Pedro Ozanam Center	Provides emergency shelter, assistance with clothing, food pantry services, and rental housing assistance for the homeless.	656 North Minnesota Avenue Brownsville, TX 78521 (956) 831-6331 http://www.ozanambrownsvillecenter.org
Catholic Charities of the Rio Grande Valley ↔ Women ↔ Men ↔ Families ↔ Free	Provides temporary emergency shelter (hotel/motel vouchers).	700 North Virgen De San Juan Blvd. San Juan, TX 78589 (956) 702-4088 https://www.catholiccharitiesrgv.org/Home.aspx
La Posada Providencia ↔ Women ↔ Men ↔ Families ↔ Free	Provides 24-hour emergency shelter for individuals who flee to the United States due to political oppression, natural disaster, and other life-threatening actions in their native countries, including case management, local transportation, assistance for travel to a resettlement location, english literacy classes, employment readiness, and life-skills education.	30094 Marydale Road San Benito, TX 78586 (956) 399-3826 https://lppshelter.org/

<p>The Salvation Army of McAllen</p>	<p>Provides lunch and dinner every day and emergency shelter up to five days for persons with identification, one day for those without.</p>	<p>1600 North 23rd Street McAllen, TX 78501 (956) 682-1468 http://www.salvationarmytexas.org/mcallen</p>
<p>Women Together Foundation, Inc.</p> <ul style="list-style-type: none"> ↔ Women ↔ Families ↔ Free 	<p>Provides temporary emergency shelter and transitional housing for victims of domestic violence.</p>	<p>511 North Cynthia Street McAllen, TX 78501 (956) 630-4878 24-hour Hotline 1-800-580-4879 http://mujeresunidas.org</p>

Financial Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Catholic Charities of the Rio Grande Valley	Provides emergency financial assistance for rent as funding is available.	700 North Virgen De San Juan Blvd. San Juan, TX 78589 (956) 702-4088 https://www.catholiccharitiesrgv.org/Home.aspx
Hidalgo County Health and Human Services	Provides burial assistance to low income families within Hidalgo County.	1304 South 25th Avenue Edinburg, TX 78539 (956) 383-6221 https://www.hidalgocounty.us/1032/Health-and-Human-Services
Proyecto Azteca	Help to strengthen families by offering money smart courses, financial counseling, home buyer education, rebuild credit and budget counseling. They also provide financial education classes.	1601 East Business Hwy 83 San Juan, TX 78589 (956) 702-3307 https://www.facebook.com/ProyectoAzteca

Food Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Abundant Life Church (Harlingen)	Food pantry and assistance with food.	101 North O Street Harlingen, TX 78550 (956) 425-1696 https://www.abundantlifergv.org
Bishop Enrique San Pedro Ozanam Center	Provides emergency shelter, assistance with clothing, food pantry services, and rental housing assistance for the homeless.	656 North Minnesota Avenue Brownsville, TX 78521 (956) 831-6331 http://www.ozanambrownsvillecenter.org
Catholic Charities of the Rio Grande Valley	The Summer Food Program benefits children who otherwise would not have a healthy meal or snack during the summertime and distributes meals through sites which hold activities for children. In 2014, we served over 97,000 meals to kids in the Rio Grande Valley area. The Children and Adult Care Food Program provides children and adults with healthy snacks to improve and maintain their nutritional status while they are enrolled in a participating facility/center after school. The program focuses on providing nutritious meals and/or snacks in an organized manner for the children who attend.	700 North Virgen De San Juan Blvd. San Juan, TX 78589 (956) 702-4088 https://www.catholiccharitiesrgv.org/Home.aspx

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Food Bank of the Rio Grande Valley	Provides nutritious foods at no cost to qualified participants. The food package includes: peanut butter or dried beans, cereals, cheese, pasta or rice, evaporated milk or nonfat dry milk, canned meat or egg mix, fruit juice, canned vegetables and canned fruits.	724 North Cage Blvd. 1001 Phart, TX 78577 (956) 682-8101 https://foodbankrgv.com/
Loaves And Fishes Of The Rio Grande Valley	Family Emergency Assistance program provides assistance, on a short-term basis, to families in need. The program provides assistance with rent or utilities, and food bags.	514 South E Street Harlingen, TX 78550 (956) 423-1014 https://lfrgv.org
The Salvation Army of McAllen	Provides lunch and dinner every day and emergency shelter up to five days for persons with identification, one day for those without.	1600 North 23rd Street McAllen, TX 78501 (956) 682-1468 http://www.salvationarmytexas.org/mcallen

Housing & Rent Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Catholic Charities of the Rio Grande Valley	<p>CCRGV Emergency Assistance Program provides short-term utility assistance, hotel/motel vouchers to assist with temporary shelter for the homeless, emergency assistance program, medical needs vouchers, medical consultation and or prescription assistance for those in need.</p> <p>CCRGV Disaster Relief/ Response helps people through damage recovery from a disaster via home assessment and case management. The program assists with housing services by providing materials to reconstruct damaged homes from a federally declared disaster.</p>	<p>700 North Virgen De San Juan Blvd. San Juan, TX 78589 (956) 702-4088 https://www.catholiccharitiesrgv.org/Home.aspx</p>
Hidalgo County Housing Authority	Provides information about eligibility and vacancies for Section 8	<p>1800 Texas Blvd Weslaco, TX 78596 (956) 968-8669 https://www.hidalgocha.org</p>
Loaves And Fishes Of The Rio Grande Valley	Family Emergency Assistance program provides assistance, on a short-term basis, to families in need. The program provides	<p>514 South E Street Harlingen, TX 78550 (956) 423-1014 https://lfrgv.org</p>

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
	assistance with rent or utilities, and food bags.	
South Texas Fair Housing Project	Provide services such as complaint investigation, advocacy, education and outreach. If you feel that you have been the victim of housing discrimination in rental housing, real estate sales, mortgage lending, or homeowner's insurance, you may file a complaint.	801 East Fern, Suite 119 McAllen, TX 78501 (956) 682-3247 http://www.myfairhousing.org
United Way of South Texas Transportation Vouchers	Provides rent and mortgage assistance.	113 West Pecan Blvd. McAllen TX, 78501 (956) 686-6331 https://unitedwayofsotx.org/our-work/financial-stability/transportation-vouchers

Legal Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Casa de Proyecto Libertad	Provides low cost legal services, education and advocacy to immigrants.	113 North 1st Street Harlingen, TX 78550 (956) 425-9552 https://www.immigrationadvocates.org/nonprofit/legaldirectory/organization.393335-Casa_De_Proyecto_Libertad
Family Crisis Center of the Rio Grande Valley	Provides 24-hour crisis assistance (crisis hotline, emergency shelter for victims and their children, crisis intervention, advocacy, hospital accompaniment) and transportation to a safe place and counseling services, legal advocacy, and educational programs for schools and community/professional groups.	616 West Taylor Harlingen, Texas 78550 (956) 423-9305 24-hour Hotline 1-866-423-9304 https://www.familycrisisctr.org
South Texas Pro Bono Asylum Representation Project	Provides pro bono legal services to asylum seekers detained in South Texas by the United States government.	301 East Madison Avenue Harlingen, TX 78550 (956) 425-9231 https://www.americanbar.org/groups/public_interest/immigration
Texas Rio Grande Legal Aid, Incorporated	Provides legal assistance to low-income persons in South, Central and West Texas. It provides services to farm workers and eligible nonprofit organizations throughout Texas.	300 South Texas Weslaco, TX 78596 (956) 447-4800 http://www.trla.org

Medical Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION												
El Milagro Clinic	Designed to treat the family as a unit and provide acute, preventive and health education services with medical follow-up.	901 East Vermont Avenue McAllen, TX 78503 (956) 213-6400 http://milagroclinic.org												
Hope Family Health Center ➔ Children & Adolescents ➔ Adults 18+ ➔ Families ➔ Free ➔ Donation recommendation \$5-\$15	Hope Family Health Center is a non-profit organization that provides medical and counseling services including preventive care and education to individuals and families. Services include: primary medical care, laboratory services, integrated/team based care, mental health counseling, psychotherapy, peer support & warmline, nutritional support, & wellness classes	2332 Jordan Rd McAllen, TX 78503 (956) 994-3319 https://www.hopefamilyhealthcenter.org/												
Nuestra Clinica Del Valle ➔ Children & Adolescents ➔ Adults 18+ ➔ Families ➔ Accepts many insurance plans ➔ Medicaid ➔ Medicare ➔ CHIP ➔ Sliding Fee Scale	Provides primary and preventive medical and dental services, including social services (referrals and drug assistance program).	Hours of Operation: Monday-Friday 8:00AM-5:00PM https://nuestraclinicadelvalle.org <table> <tr> <td>Medical</td> <td>105 South 10th Street Donna, TX 78537 (956) 464-5809</td> <td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td> </tr> <tr> <td colspan="3">-----</td></tr> <tr> <td>Dental</td> <td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td> <td>611 North Bryan Road Mission, TX 78571 (956) 580-3303</td> </tr> <tr> <td colspan="3">-----</td></tr> </table>	Medical	105 South 10th Street Donna, TX 78537 (956) 464-5809	801 West 1st Street San Juan, TX 78589 (956) 787-0787	-----			Dental	801 West 1st Street San Juan, TX 78589 (956) 787-0787	611 North Bryan Road Mission, TX 78571 (956) 580-3303	-----		
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ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
		<div> Behavioral Health 2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077 </div> <div> Women's Health 806 West 3rd Street San Juan, TX 78589 (956) 782-2131 </div>
UTRGV UniMovil Clinic	Mobile clinic providing family medicine and health screenings to residents of all ages.	(956) 296-1700 https://www.utrgv.edu/school-of-medicine/about/community/unimovil

Misc. Basic Needs Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Weslaco Health and Human Services Office	<p>Supplemental Nutrition Assistance Program, known as the food stamp program, provides low income families with benefits to be used on food.</p> <p>Temporary Assistance for Needy Families (TANF) provides low income families with cash assistance to help meet basic needs.</p>	<p>3500 East Moreland Drive Weslaco, TX 78596 (956) 969-9115 https://www.yourtexasbenefits.com/Learn/Home</p>

Substance Use Disorder Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
Al Anon Meetings/ Alateen Meetings <ul style="list-style-type: none"> ↔ Alateen - 20 and under ↔ Al Anon - 20+ ↔ Free 	Local support meetings for those who have been affected by the alcohol abuse of a loved one.	Special Friends First Christian Church 1400 North 10th Street McAllen, TX 78604 (956) 975-7303 https://texas-al-anon.org
Behavioral Health Solutions of South Texas <ul style="list-style-type: none"> ↔ Adolescents 3-17 ↔ Adults 18+ ↔ Free 	Outpatient Substance Abuse Treatment Program. Provides alcohol and drug abuse treatment and education.	5510 North Cage, Ste A Pharr, TX 78577 (956) 956-787-7111 https://www.bhsst.org
Mesquite Treatment Center, LLC <ul style="list-style-type: none"> ↔ Adolescents 3-17 ↔ Adults 18+ 	Mesquite Treatment Center is an intensive residential program addressing adolescent needs with a comprehensive and individualized approach. From Intensive Outpatient and Outpatient to Residential Treatment, our customized adolescent care is built on the latest scientific research and proven techniques to increase the likelihood of successful outcomes.	referrals@mtcrqv.com 2300 W Exp 83 La Feria, TX 78559 (956) 428-2100 https://www.mtcrqv.com/services

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION												
Nuestra Clinica Del Valle <ul style="list-style-type: none"> ↔ Children & Adolescents ↔ Adults 18+ ↔ Families ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ CHIP ↔ Sliding Fee Scale 	Provides primary and preventive medical and dental services, including social services (referrals and drug assistance program).	<p>Hours of Operation: Monday-Friday 8:00AM-5:00PM https://nuestraclinicadelvalle.org</p> <table> <tr> <td>Medical</td><td>105 South 10th Street Donna, TX 78537 (956) 464-5809</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td></tr> <tr> <td>Dental</td><td>801 West 1st Street San Juan, TX 78589 (956) 787-0787</td><td>611 North Bryan Road Mission, TX 78571 (956) 580-3303</td></tr> <tr> <td>Behavioral Health</td><td>2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077</td><td></td></tr> <tr> <td>Women's Health</td><td>806 West 3rd Street San Juan, TX 78589 (956) 782-2131</td><td></td></tr> </table>	Medical	105 South 10th Street Donna, TX 78537 (956) 464-5809	801 West 1st Street San Juan, TX 78589 (956) 787-0787	Dental	801 West 1st Street San Juan, TX 78589 (956) 787-0787	611 North Bryan Road Mission, TX 78571 (956) 580-3303	Behavioral Health	2900 North Raul Longoria Road San Juan, TX 78589 (956) 781-6077		Women's Health	806 West 3rd Street San Juan, TX 78589 (956) 782-2131	
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Palmer Drug Abuse Programs (PDAP) <ul style="list-style-type: none"> ↔ Adolescents 13+ ↔ Free 	Offers a 12-step program for young people and their families suffering from the effects of alcohol and other substance abuse problems. The meetings follow a twelve-step program similar to that of Alcoholics Anonymous.	115 North 9th McAllen, TX 78501 (956) 687-7714 http://www.pdap.com/mcallen.htm												

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION		
Tropical Texas Behavioral Health ↔ Children & Adolescents 3-17 ↔ Adults 18+ ↔ Accepts many insurance plans ↔ Medicaid ↔ Medicare ↔ Sliding Fee Scale	Provides an array of outpatient mental health services for individuals who have severe and persistent mental health problems (depression, schizophrenia, bipolar disorders) or any other serious emotional symptoms that interfere with their daily activities and crisis response services (risk of suicide or self-harm).	Hours of Operation: Monday-Friday 8:00AM-5:00PM http://www.ttbh.org		
		Outpatient Clinic	Weslaco, TX 2215 W. Business 83 (956) 520-8800	Edinburg, TX 1901 S. 24th Ave. (956) 289-7000
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Mental Health Adult Services	1-800-813-1233			
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NEW Appointment		<hr/>		

Transportation Assistance

ORGANIZATION NAME	ABOUT	CONTACT INFORMATION
La Fleur Transportation	Transportation with medicaid assistance.	1920 Industrial Drive Edinburg, TX 78542 (956) 316-0251
United Way of South Texas Transportation Vouchers	Provides transportation vouchers for individuals who have no means of transportation for job training/employment and support services. If someone is escorting the person to their appointment, the escort person does not need a voucher.	113 West Pecan Blvd. McAllen TX, 78501 (956) 686-6331 https://unitedwayofsotx.org/our-work/financial-stability/transportation-vouchers
Valley Metro	24 hours notice; call before 4 p.m. Fees: \$2.00 for Adults; \$1.00 for students adults 60+, and individuals with disabilities; Free for students with School ID	510 South Pleasantview Drive Weslaco, TX 78596 (956) 969-5761 https://www.lrgvdc.org/valleymetro.html

Donna Independent School District
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.

Donna Independent School District
Procedimiento de traducción

Propósito:

Donna I.S.D. tomará medidas prácticas para garantizar que los padres, tutores y otros estudiantes de inglés tengan acceso e igualdad de oportunidades a información importante de la escuela. La información se proporcionará en un formato comprensible y uniforme, y en la medida delo posible, en un idioma que los padres/tutores puedan entender [Artículo 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

Tipos de traducción disponibles:

La asistencia lingüística se proporcionará a través de un intérprete bilingüe del personal, materiales traducidos escritos y documentos y capacidades de traducción de sitios web asistidas por tecnología.

Datos utilizados para determinar las necesidades de traducción:

Donna I.S.D. llevará a cabo una revisión anual de las necesidades de acceso al idioma de nuestros padres, tutores y otros a través de la revisión de los formularios de idioma del hogar, los datos de etnicidad del distrito / campus y los comentarios y solicitudes de educadores / padres / estudiantes.

En base a este análisis, la LEA ha determinado que proporcionará información en los siguientes idiomas: inglés y español.

Documentos/Información a traducir:

Los Planes de Mejoramiento del Distrito/Campus y las políticas escritas de Participación de la familia de los padres estarán disponibles en inglés y español y disponibles a pedido verbalmente a través de un intérprete o a través de la capacidad de traducción del sitio web.

Se proporcionarán a los padres/tutores un boletín escrito de la Iniciativa Estatal de Participación de la Familia de los Padres en los idiomas identificados.

La información escrita de Pacto para padres de la escuela se traducirá a los idiomas identificados. Las Conferencias maestro-padre (Compact) se llevarán a cabo en presencia de un intérprete del personal.

Los informes escritos se traducirán al idioma identificado para el padre/tutor. Se proporcionarán más explicaciones o detalles sobre el informe al padre/tutor a través de un intérprete del personal.

Monitoreo:

De manera continua, Donna I.S.D. evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que puedan requerir la reevaluación de este procedimiento. Además, Donna I.S.D. evaluará regularmente la eficacia de estos procedimientos utilizados para la prestación de asistencia lingüística.



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 Texas – New Generation System (TX-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 (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; AND <ul style="list-style-type: none">Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; AND <ul style="list-style-type: none">Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR <ul style="list-style-type: none">For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the *TMEP Portal*.

Region:	District Number:	Priority for Service (PFS) Action Plan		Completed By:	
01	902			Rashad Rana	
District Name:		School Year	Date:		
Donna ISD		2024-2025	8-1-2024		

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)


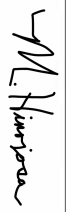
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determining needs of eligible migratory students who are PFS.*
- *Providing services to eligible migratory students who are PFS.*

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance		ESC Assurance	
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	
Date	10/7/2024	Date Review Complete	10/7/2024

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
01	902	Donna ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

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

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
01	902	Donna ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none">• Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	<ul style="list-style-type: none">• Migrant Secretary• Migrant Strategists• NGS Clerks	<ul style="list-style-type: none">• PFS Monthly Reports
<ul style="list-style-type: none">• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before First Day of School	<ul style="list-style-type: none">• Executive Director for Organizational Development Educational Services• Migrant Strategists	<ul style="list-style-type: none">• PFS Action Plan
Additional Activities			
<p>Migrant Strategists will:</p> <ul style="list-style-type: none">▪ Review data from benchmark testing for PFS Students.▪ Review instructional online reading program data for PFS students in grades K-2	Twice a year	<ul style="list-style-type: none">• Executive Director for Organizational Development Educational Services	<ul style="list-style-type: none">• Student conference logs• PFS Student Progress Review Forms• PFS Student Action Plans

<ul style="list-style-type: none"> Review STAAR testing for Reading and Math for PFS students in grades 3-8. Review STAAR testing for Reading and Math and course completion for PFS students in grades 9-12. 		<ul style="list-style-type: none"> Migrant Strategists 	
-PFS Progress Reviews will be completed.	Twice a year	<ul style="list-style-type: none"> Migrant Strategists 	<ul style="list-style-type: none"> Progress Review Form/Reports

TEA - Federal Program Compliance Division 4 Revised 6/7/24

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
01	902	Donna ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> 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 and updated TX-NGS Priority for Service (PFS) reports. 	Yearly	<ul style="list-style-type: none"> Migrant Strategist Migrant Secretary 	<ul style="list-style-type: none"> PFS Monthly Distribution Log Email

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Aug - June	<ul style="list-style-type: none"> Migrant Strategist Migrant Secretary Migrant Recruiters 	<ul style="list-style-type: none"> Parent Contact Logs PAC Meeting Agenda Sign-In Sheet
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Aug - June	<ul style="list-style-type: none"> Migrant Strategists 	<ul style="list-style-type: none"> Parent Phone Contact Log Home visit/Parent Contact Log PFS Student Progress Review Skyward Reports
Additional Activities			
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

TEA - Federal Program Compliance Division 5 Revised 6/7/24

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
01	902	Donna ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
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Providing services to eligible migratory students who are PFS.

<ul style="list-style-type: none"> • 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. 	Aug - June	<ul style="list-style-type: none"> • Migrant Strategist 	<ul style="list-style-type: none"> • Student Service Sign-In sheet
<ul style="list-style-type: none"> • 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. 	Aug - June	<ul style="list-style-type: none"> • Executive Director for Organizational Development Educational Services • Migrant Strategists • Principal/designee 	<ul style="list-style-type: none"> • Student Sign-In sheet • Referrals to Social Services/Agencies
<ul style="list-style-type: none"> • The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Aug - June	<ul style="list-style-type: none"> • Executive Director for Organizational Development Educational Services • MEP Staff 	<ul style="list-style-type: none"> • List of federal, state and local funded programs serving PFS students. • Master List of Services • Student Indicator List
Additional Activities			
•			
•			

Donna Independent School District

Districtwide Parent and Family Engagement Policy

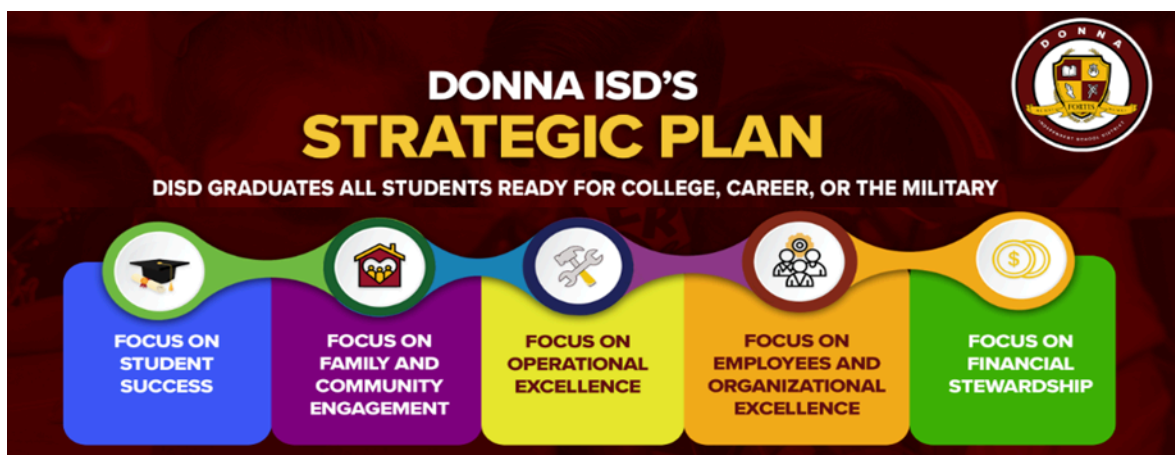
2024-2025

OUR VISION:

All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

OUR MISSION:

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



The **Donna Independent School District** agrees to implement the following statutory Requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 (A)(2) of the Elementary and Secondary Education Act (ESEA).
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- The school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school district will provide such other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school district will be governed by the following statutory definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —
 - (A) *that parents play an integral role in assisting their child's learning;*
 - (B) *that parents are encouraged to be actively involved in their child's education at school;*
 - (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PROGRAM IMPLEMENTATION

- A. **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 1118 of the ESEA:
- (A) The District will hold district-wide parental involvement meetings where parents will be given opportunities for input into decision making processes and distribute Title I policy requirements.
 - (B) The District will sponsor special events to allow parents to participate in district wide parental involvement plan under section 1118 of the ESEA;
 - (C) The District will include parent participation in the development of the district/campus parental involvement policies;
 - a. Parents and community members will be involved in the District Level Planning and Advisory Committee (DLPAC).
 - b. Parents and community members will be involved in the Campus Level and Advisory Committee (CLPAC).
 - c. District will establish a Title I Parent Advisory Committee (PAC). The committee will be involved in the development/review/evaluation of the campus/district parental involvement policies and will assist in the planning and implementation of parental Involvement activities.
 - (D) Campuses will include parent participation in the development of the School-Parent Compacts;
 - a. The Campus Level Planning and Advisory Committee (CLPAC) will review and make necessary modifications to the School-Parent Compacts at each campus in the spring semester.
 - b. The School-Parent Compact will be distributed to all parents at each campus at the beginning of each school year.

- c. The School-Parent Compact will be explained and discussed with parents at a campus parental meeting (secondary campuses) and individual teacher-parent conference (elementary campuses).
- B. **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 ESEA:
 - (A) The district will hold district-wide parental involvement meetings where parents will be given opportunities for input into decision making processes and to distribute Title I requirements;
 - (B) The district will sponsor special events to allow parents to participate in district wide parental involvement plan under section 1118 of the ESEA:
 - (C) Parents and community members will be involved in the District Level Planning and Advisory Committee (DLPAC);
 - (D) Parents and community members will be involved in the Campus Level and Advisory Committee (CLPAC);
 - (E) The Title I Parent Advisory Committee (PAC) will be involved in the development / review of the campus/district parental involvement policies and will assist in the planning and implementation of parental Involvement activities.
- C. **Donna Independent School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:
 - a. Providing training for school personnel.
 - b. Provide training opportunities for parent liaisons and campus administration to attend professional development opportunities in parent engagement strategies.
 - c. Encourage campuses to provide curriculum nights for parents and families.
- D. **Donna Independent School District** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: such as: Head Start, Texas Migrant Council, Child Find, Region One, ESC, and other state-operated preschool programs by:
 - a. Coordinating with Head Start personnel to provide students with transition orientation to regular school.
 - b. Coordinate activities with Early Childhood Department to provide parents with early childhood literacy training to implement with their children at home.
- E. **Donna Independent School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

- F. **Donna Independent School District** will include parents in the evaluation of the district and campus parental involvement policy by:
- Conducting a parent survey in the spring semester.
 - Campuses will make survey available to parents on Google Forms (QR Code).
 - Survey will be made available on a variety of electronic platforms, such as: DISD/Campuses website, Facebook page, etc.
 - Survey results will be utilized to conduct comprehensive needs assessment for parent and family engagement.
- G. **Donna Independent School District** will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:
- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
- the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators by:
 - Providing parents with the opportunity to attend training at the campus and district level.
 - Providing parents an opportunity to attend conferences/workshops to help them acquire skills necessary to assist their child at home.
 - Providing meetings at the campuses to provide parents with Title I, Part A requirements.
 - Providing meetings to provide parents with information regarding the state assessments and curriculum standards.
 - Providing parents training on the "Parent Portal" so they may access their child's grades and attendance.
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Providing Literacy classes to parents at the district/campus level to assist them in acquiring English skills.
 - Providing computer classes for parents to learn basic computer skills.
 - Providing a variety of curricular trainings for parents to help them understand how to assist their child at home.
 - Coordinating with Region I, ESC. and providing adult education classes for parents (such as: ESL, GED, CNA, CDL, etc.)

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing professional development opportunities/articles for educators and support staff on topics such as:
 - ethics as it relates to family engagement
 - strategies for working with families (customer service, engaging fathers, understanding a child's behavior)
- Providing opportunities for staff to attend district, regional, and state parent engagement conferences and trainings.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs and conduct other activities that encourage and support parents in more fully participating in the education of their children by:

- Providing parents with training sessions on activities they can use at home to reinforce skills their child is learning in school.
- Providing Raising Highly Capable Kids sessions/activities for parents to understand the importance of parenting and the success of a child.
- Providing a district Parent and Family Engagement Conference for all district parents to assist their children at home.
- Providing *Family of Readers* early literacy skills training and resources for parents and caregivers.

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:

- distributing all correspondence to parents in two languages, English and Spanish (flyers, newsletters).
- communicating to parents in two languages, English and Spanish, using the Blackboard Connect phone message system.
- district/campus parental meetings are held in English and Spanish, as necessary.
- providing translation of information, as necessary (ie. in-person translator, website translator)

PART IV. ADOPTION

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the **Donna Independent School District** district on July 25, 2024 and will be in effect for the period of the 2024-2025 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 2, 2024.

Parents' Rights in ESSA, Section 1116

Statutory Reference: Section 1116 (a-f)

- (1) *IN GENERAL*- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. **Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.**

Shall develop jointly with, agree on with, and distribute to:

- Written Local Education Parent & Family Engagement Policy (a)(2)
- Written School Parent & Family Engagement Policy (b-c)
- School-Parent Compact (d)

Parents need to be involved in developing these documents and agree on the final product. Each parent must receive a copy of each of the above listed.

Annual Evaluation (a)(2)(d)

- Evaluation must be conducted with meaningful involvement of parents

Reservation of Funds (a)(3)(B)

- Parents shall be involved in the decisions regarding how funds reserved are allotted for PFE activities

Convene an Annual Meeting and involve parents in an organized, ongoing, and timely way (c)(1-5)

- Annual meeting will convene at a convenient time and all parents are invited to attend (c)(1)
- Parents should be provided a flexible number of meetings, such as meetings in the morning or evening and may use Title I, Part A funds to pay transportation, child care, or home visits
- Involve parents in an organized, ongoing and timely way in planning, review and improvement of PFE activities, including PFE Policy and School-Parent Compact
- Provide parents:
 - Timely information about programs
 - Description and explanation of curriculum in use at the school
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children

Communication between teachers and parents on an ongoing basis (d)(2)(A-D)

- At least annually discuss the compact at parent-teacher conferences in elementary schools (d)(2)(A)
- Provide frequent reports to parents on their child's progress (d)(2)(B)
- Reasonable access to staff (d)(2)(C)
- Ensure regular two-way communication between home and school (d)(2)(D)

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part (e)(1-2, 5, 14)

- **Shall** provide assistance to parents in understanding State standards and assessments (e)(1)
- **Shall** provide materials and training to help parents to work with their children to improve their children's achievement (e)(2)
- **Shall** ensure information is sent to parents in a format and to the extent practicable, in a language the parents can understand (e)(5)
- **Shall** provide reasonable support for PFE activities (e)(14)116

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El derecho de los padres a saber sobre la sección 1116 del derecho público (ESSA)

Referencia legal: Sección 1116 (a-f)

- (1) *EN GENERAL: una agencia de educación local puede recibir fondos bajo esta parte solo si dicha agencia lleva a cabo actividades de difusión informativa para todos los padres y miembros de la familia e implementa programas, actividades y procedimientos para la participación de los padres y familiares en los programas asistidos bajo esta parte y consistente con esta sección. Dichos programas, actividades y procedimientos se planificarán y serán implementados con la consulta de los padres de los niños participantes.*

Se desarrollarán conjuntamente, acordarán y distribuirán a:

- Política de participación de padres y familias en la educación local escrita (a) (2)
- Política escrita de participación de padres y familias en la escuela (b-c)
- Compacto entre la escuela y los padres (d)

Los padres deben participar en el desarrollo de estos documentos y acordar sobre el resultado del producto final. Cada padre debe recibir una copia de cada uno de los puntos mencionados anteriormente.

Evaluación anual (a)(2)(d)

- La evaluación debe llevarse a cabo con la participación significativa de los padres.

Reserva de Fondos (a)(3)(B)

- La evaluación debe llevarse a cabo con la participación significativa de los padres.

Convocar una reunión anual e involucrar a los padres de manera organizada, continua y oportuna (c)(1-5)

- La reunión anual se llevará a cabo a una hora conveniente en la cual todos los padres están invitados a asistir (c) (1)
- A los padres se les debe proporcionar un número flexible de reuniones, tales como reuniones por la mañana o por la noche y pueden usar los fondos del Título I, Parte A para pagar el transporte, el cuidado de niños o las visitas domiciliarias.
- Involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de actividades, incluyendo las normas del programa PFE y el acuerdo entre la escuela y los padres.

Proporcionar a los padres:

- o Información oportuna sobre los programas.
- o Descripción y explicación del currículo elegido en la escuela.
- o Si las reuniones fueran solicitadas por los padres, se deben proporcionar oportunidades para reuniones regulares con el fin de formular sugerencias y participar en las decisiones relativas a la educación de sus hijos.

Comunicación entre maestros y padres de manera continua (d)(2)(A-D)

- Al menos una vez al año, el compacto se debe de discutir en las conferencias de padres y maestros en las escuelas primarias (d) (2) (A)
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos (d) (2) (B)
- Acceso razonable al personal (d) (2) (C)
- Asegurar la comunicación habitual entre el hogar y la escuela (d) (2) (D)

Desarrollo de la capacidad para la participación

Para endosar la participación efectiva entre los padres, la escuela involucrada y la comunidad a fin de mejorar el rendimiento académico de los estudiantes, cada escuela y agencia educativa local será asistida por esta parte (e)(1-2, 5, 14) y deberá:

- **Deberá** brindar asistencia a los padres para comprender los estándares y evaluaciones estatales (e) (1)
- **Deben** proporcionar materiales y capacitación para ayudar a los padres a trabajar junto con sus hijos para mejorar los logros académicos de sus hijos (e) (2)
- **Asegurará** que la información se envíe a los padres en un formato y en un idioma que los padres pueden entender (e) (5), cuando sea posible.
- **Deberá** proporcionar un apoyo razonable para las actividades de PFE (e) (14) 116

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Para obtener más información, comuníquese con el Título I, Parte A de la ESC Regional o con el Título I, Parte A Iniciativa estatal de participación de padres y familias en t1pfe@esc16.net



"THE DISTRICT"

Donna Independent School District

"THE DISTRICT"

PARENT NOTICE

BOARD OF TRUSTEES

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Dear Parent or Guardian:

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

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

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

Optional for substitute assignments:

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

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

Sincerely,

Superintendent



DONNA
INDEPENDENT SCHOOL DISTRICT



DISCOVER YOUR POTENTIAL

GRADUATE COLLEGE AND CAREER READY



CTE Handbook

CTE Handbook

Dr. Angela Dominguez, Superintendent



Mr. David Moreno, CTE Director

DISD Disclaimer

Donna ISD offers Career and Technical education programs in the following areas: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Marketing, and Finance; Hospitality and Tourism; Information Technology; Manufacturing; Transportation, Distribution, and Logistics; Education and Training; Health Science; Human Services; Law and Public Service; and Science, Technology, Engineering, and Mathematics. Admission to these programs is open to all students and based on course availability. It is the policy of Donna ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities and provides equal access to Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Donna ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Donna ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Ms. Adela Troncoso, Assistant Superintendent for Human Resources, 904 Hester Ave., Donna, TX 78537, (956) 464-1600, ATRONCOSO@donnaisd.net, or Dr. Diana Villanueva, Director of Academic Support and 504 Coordinator, at 904 Hester Ave., Donna, TX 78537, (956) 464-1600, DVILLANUEVA@donnaisd.net.

CTE Course Offerings

CTE Course offerings are subject to change due to student enrollment, facilities, and/or staff availability. Also, courses may not be available at all high school campuses. If possible, Donna ISD will transport students to and from their high school to their sister high school to participate in programs only offered at that campus.

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Donna ISD Statements

Mission Statement

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

Vision Statement

All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

Number One Student Outcome

To graduate all students per their expected graduation date, ready for college, career, or military.

District Strategic Plan



CTE Statements and Objectives

CTE Mission Statement

The Donna ISD Career Technical Education program is dedicated to empowering all CTE students to explore, identify, select and pursue a career pathway and gain technical and high-level academic skills to confidently and successfully transition into post-secondary and 21st Century career opportunities.

CTE Objectives

1. Assist students to gain entry-level employment in an in-demand, high-skill, high-wage job and/or to continue their education with a goal of student self-sufficiency.
2. Link CTE from elementary levels to postsecondary levels.
3. Collaborate with a CTE Advisory Industry Council that provides support to Donna's CTE programs that are aligned to 21st Century career opportunities.
4. Provide support for local education and business partnerships, including work-related and job shadowing experiences that are related to CTE programs.
5. Recognize CTE student and staff achievements and CTE community partners and advisory council members.

Endorsements, Career Clusters, and Programs of Study

Per Texas Education Agency, a student must specify in writing an endorsement(s) the student intends to earn prior to entering Grade 9. Endorsements can be changed by submitting an updated form with appropriate signatures. CTE offers three endorsements—Business and Industry, Public Services, and STEM. Career Clusters and Programs of Study will support the completion of Endorsements.

Business and Industry

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Video Technology, and Communications
- Business, Marketing, and Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution, and Logistics

Public Services

- Education and Training
- Health Science
- Human Services – Approved Regional Program of Study
- Law and Public Service

Science, Technology, Engineering, and Mathematics

- Cybersecurity
- Engineering
- Programming and Software Development

CTE Career Clusters and Programs of Study

Donna ISD is offering approved statewide and regional CTE Programs of Study within the following Career Clusters to give students an opportunity to enroll in a coherent sequence of courses that will prepare them for in-demand, high-skill, and high-wage careers in Texas.



Agriculture, Food & Natural Resources



Architecture & Construction



Arts, A/V Technology & Communications



Business, Marketing, & Finance



Education & Training



Health Science



Hospitality & Tourism



Human Services



Information Technology



Law and Public Service



Manufacturing



STEM



Transportation, Distribution, & Logistics

Career Clusters, Programs of Study, and Endorsements

Career Cluster	Program of Study	Endorsement
Agriculture, Food and Natural Resources	Animal Science	Business & Industry
Agriculture, Food and Natural Resources	Applied Agricultural Engineering	Business & Industry
Agriculture, Food and Natural Resources	Plant Science	Business & Industry
Architecture & Construction	Architectural Design	Business & Industry
Architecture & Construction	Carpentry	Business & Industry
Arts, Audio/Video Technology & Communication	Graphic Design & Multimedia Arts	Business & Industry
Arts, Audio/Video Technology & Communication	Digital Communications	Business & Industry
Business, Marketing, & Finance	Accounting & Financial Services	Business & Industry
Business, Marketing, & Finance	Business Management	Business & Industry
Business, Marketing, & Finance	Marketing & Sales	Business & Industry
Hospitality & Tourism	Culinary Arts	Business & Industry
Information Technology	Information Technology Support and Services	Business & Industry
Information Technology	Networking Systems	Business & Industry
Manufacturing	Advanced Manufacturing & Machinery Mechanics	Business & Industry
Manufacturing	Welding	Business & Industry
Transportation, Distribution, & Logistics	Automotive	Business & Industry
Education and Training	Teaching and Training	Public Services
Health Science	Healthcare Diagnostics	Public Services
Health Science	Healthcare Therapeutic	Public Services
Human Services	Cosmetology & Personal Care Services	Public Services
Law & Public Service	Law Enforcement	Public Services
Science, Technology, Engineering & Mathematics	Cybersecurity	STEM
Science, Technology, Engineering & Mathematics	Engineering	STEM
Science, Technology, Engineering & Mathematics	Programming and Software Development	STEM

Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- ANIMAL SCIENCE
- APPLIED AGRICULTURAL ENGINEERING
- PLANT SCIENCE



Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Animal Science Statewide Program of Study

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

Secondary Courses for High School Credit

Level 1

- Principles of Agriculture, Food, and Natural Resources

Level 2

.

Level 3

- Livestock Production

Level 4

- Advanced Animal Science
- Veterinary Medical Applications
- Practicum in Agriculture, Food, and Natural Resources



Postsecondary Opportunities

Associates Degrees

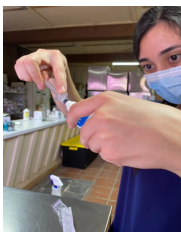
- Food Science and Technology
- Veterinary Studies
- Biotechnology Laboratory Technician
- Biology Technician

Bachelor's Degrees

- Animal Sciences
- Agriculture
- Biology
- Zoology/Animal Biology

Master's, Doctoral, and Professional Degrees

- Genetics
- Veterinary Medicine
- Biological and Physical Sciences
- Biological and Biomedical Sciences



Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Texas FFA

Work-Based Learning Activities

- Compete in an Agri-Science Fair 4H
- Volunteer at a local farm or with a veterinarian
- Participate in an FFA supervised agricultural experience

Industry-Based Certifications

- Agricultural Biotechnology
- ^Certified Veterinary Assistant, Level 1
- ^Elanco Fundamentals of Animal Science Certification
- Elanco Veterinary Medical Applications Certification
- Equine Management & Evaluation Certification
- ^Feedyard Technician in Cattle Care and Handling
- Licensed Veterinary Technician
- Production Agriculture - Job Ready
- Small Animal Science and Technology

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	\$39,139	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Animal Science

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Small Animal Management	13000400 (0.5 credit)	None	None
*Equine Science	13000500 (0.5 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Livestock Production/Lab	13000300 (1 credit) 13000310 (2 credits)	None	None

*Not Currently Offered at Donna ISD

See next page for Level 4 courses.

Animal Science Course Information

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Advanced Animal Science	13000700 (1 credit)	Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production	None
Veterinary Medical Applications/Lab	13000600 (1 credit) 13000610 (2 credits)	Equine Science, Small Animal Management, or Livestock Production	None
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	None
*Project-Based Research	12701500 (1 credit)	None	None
Scientific Research and Design	13037200 (1 credit)	Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics	None

*Not Currently Offered at Donna ISD

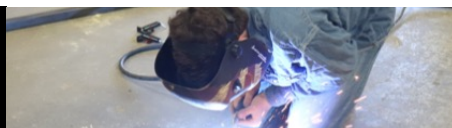
FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCE CAREER CLUSTER,
PLEASE CONTACT: CTE@tea.texas.gov OR VISIT <https://tea.texas.gov/cte>

The Public Notification of Nondiscrimination can be found in our Donna ISD's CTE webpage at
<https://tx50000621.schoolwires.net/Domain/76>

Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Applied Agricultural Engineering Statewide Program of Study



The Applied Agricultural Engineering program of study explores the occupations and educational opportunities associated with applying knowledge of engineering technology and biological science to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing agricultural products. This program of study may also include exploration into diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

Secondary Courses for High School Credit

Level 1

- Principles of Agriculture, Food, and Natural Resources

Level 2

- Agricultural Mechanics and Metal Technologies

Level 3

- Agricultural Structures Design and Fabrications

Level 4

- Practicum in Agriculture, Food, and Natural Resources
- Scientific Research and Design

Postsecondary Opportunities

Associates Degrees

- Heavy Equipment Maintenance Technology/Technician
- Agricultural Mechanization, General
- Small Engine Mechanics and Repair Technology/Technician
- Welding Technology/Welder

Bachelor's Degrees

- Agricultural Engineering
- Agricultural Mechanization, General

Master's, Doctoral, and Professional Degrees

- Agricultural Engineering
- Agricultural Mechanization, General

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Tour a farm products or machinery plant
- Participate in Texas FFA

Work-Based Learning Activities

- Earn a welding certification
- Intern at a farm products or machinery plant
- Participate in an FFA supervised agricultural experience

Industry-Based Certifications

- Agriculture Mechanics
- API 1104 Welding Pipelines and Related Facilities AWS Certified Welder
- AWS Certified Welder
- ^AWS D1.1 Structural Steel
- ^AWS D9.1 Sheet Metal Welding
- AWS SENSE Level 1: Entry Welder
- Feedyard Technician in Machinery Operation, Repair and Maintenance
- Industrial Technology Maintenance (ITM) - Maintenance Welding
- ^Machining Measurement, Material, and Safety Level I
- NCCER Welding Level I
- General Welding - Job Ready
- ^OSHA General Industry – 30 Hours*

^Offered at Donna ISD *IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Outdoor Power Equipment and Other Small Engine Mechanics	\$32,406	366	16%
Welders	\$41,350	6171	9%
Farm Equipment Mechanics and Service Technicians	\$39,915	304	17%
Mobile Heavy Equipment Mechanics	\$47,299	1627	16%
Agricultural Engineers	\$64,792	9	13%

Successful completion of the Applied Agricultural Engineering program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Applied Agricultural Engineering

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Agricultural Mechanics and Metal Technologies/Lab	13002200 (1 credit) 13002210 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Agricultural Structures Design and Fabrications/Lab	13002300 (1 credit) 13002310 (2 credits)	None	None
*Agricultural Power Systems/Lab	13002400 (2 credits) 13002410 (3 credits)	None	None
*Geographic Information Systems for Agriculture	N1300272 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Agricultural Equipment Design and Fabrication/Lab	13002350 (1 credit) 13002360 (2 credits)	None	None
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	None
*Project-Based Research	12701500 (1 credit)	None	None
Scientific Research and Design	13037200 (1 credit)	Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics	

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCE CAREER CLUSTER, PLEASE CONTACT: CTE@tea.texas.gov OR VISIT <https://tea.texas.gov/cte>

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Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life - food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Plant Science Statewide Program of Study



The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

Secondary Courses for High School Credit

Level 1

- Principles of Agriculture, Food, and Natural Resources

Level 2

.

Level 3

- Floral Design/Lab

Level 4

- Practicum in Agriculture, Food, and Natural Resources
- Advanced Plant and Soil Science
- Advanced Floral Design
- Scientific Research and Design

Postsecondary Opportunities

Associates Degrees

- Applied Horticulture/ Horticulture Operations, General
- Ornamental Horticulture
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Bachelor's Degrees

- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Turf and Turfgrass Management

Master's, Doctoral, and Professional Degrees

- Applied Horticulture/ Horticulture Operations, General
- Agronomy and Crop Science
- Agricultural Business and Management, General
- Farm/Farm and Ranch Management

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Texas FFA

Work-Based Learning Activities

- Work at a florist or landscaper business
- Participate in an FFA supervised agricultural experience

Industry-Based Certifications

- Agricultural Biotechnology
- BASF Plant Science Certification
- Commercial/Non-Commercial Pesticide Applicator
- Commercial/Noncommercial Pesticide Applicator "Vegetation Management" License
- Horticulture - Landscaping - Job Ready
- Landscape Irrigator
- Principles of Floral Design Certification
- Production Agriculture - Job Ready
- Texas Certified Landscape Associate (TCLA)
- Texas Certified Nursery Professional
- ^Texas State Florist's Association Knowledge Based Floral Certification
- Texas State Florist's Association Level I Floral Certification
- Texas State Florist's Association Level II Floral Certification

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	\$54,662	116	21%
Tree Trimmers and Pruners	\$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Landscaping Supervisors	\$44,408	807	19%
Biological Technicians	\$42,931	452	17%

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Plant Science

Course information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Landscape Design and Management	13001900 (.5 credit)	None	None
*Turf Grass Management	13001950 (.5 credit)	None	None
*Greenhouse Operation and Production/Lab	13002050 (1 credit) 13002060 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Floral Design/Lab	13001800 (1 credit) 13001810 (2 credits)	None	None
*Horticultural Science/Lab	13002000 (1 credit) 13002010 (2 credits)	None	None
*Viticulture	N1300265 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	None
Advanced Plant and Soil Science	13002100 (1 credit)	None	None
Advanced Floral Design	N1300270 (1 credit)	Floral Design	None
*Project-Based Research	12701500 (1 credit)	None	None
Scientific Research and Design	13037200 (1 credit)	Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics	None

*Not currently offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCE CAREER CLUSTER, PLEASE CONTACT: CTE@tea.texas.gov OR VISIT <https://tea.texas.gov/cte>

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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- ARCHITECTURAL DESIGN

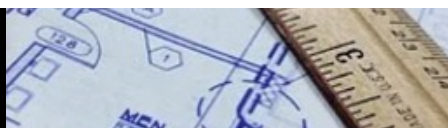
- CARPENTRY



Architecture and Construction Career Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Architectural Design Statewide Program of Study



The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

Secondary Courses for High School Credit

Level 1

- Principles of Architecture

Level 2

- Architectural Design I

Level 3

- Architectural Design II

Level 4

- Practicum in Architectural Design

Postsecondary Opportunities

Associates Degrees

- Architecture
- Interior Design
- Civil Engineering, General
- Geographic Information Science and Cartography

Bachelor's Degrees

- Architecture
- Interior Design
- Civil Engineering, General
- Geographic Information Science and Cartography

Master's, Doctoral, and Professional Degrees

- Architecture
- Interior Architecture
- Civil Engineering, General
- Geographic Information Science and Cartography

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Shadow an architect, interior designer or civil engineer
- Participate in SkillsUSA

Work-Based Learning Activities

- Intern at an architectural firm

Industry-Based Certifications

- Autodesk Associate (Certified User) 3ds MAX
- Autodesk Associate (Certified User & Prof.) AutoCAD
- Autodesk Associate (Certified User & Prof.) Fusion 360
- Autodesk Associate (Certified User) Revit Architecture
- Autodesk Associate (Certified User) Revit for Electrical
- Autodesk Associate (Certified User) Revit-Structural Design
- Autodesk Certified Professional in AutoCAD for Design & Drafting
- Autodesk Certified Prof. - Civil 3D for Infrastructure Design
- ^Autodesk Certified Prof. in Revit for Architectural Design
- Autodesk Certified Prof. in Revit for Electrical Design
- Autodesk Certified Prof. in Revit for Structural Design
- Certified SOLIDWORKS Associate (CSWA) - Electrical
- Certified SOLIDWORKS Associate (CSWA) & Professional (CSWP) - Academic
- Certified SOLIDWORKS Prof. (CSWP) - Drawing Tools
- Certified SOLIDWORKS Prof. (CSWP) - Model Based Definition
- Certified SOLIDWORKS Associate (CSWA) & Professional (CSWP) - Simulation
- Certified SOLIDWORKS Associate (CSWA) - Sustainability
- LEED Green Associate
- ^Certified SOLIDWORKS Associate*
- Mastercam Associate Certification*

^Offered at Donna ISD *IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Architects	\$77,043	808	16%
Geographic Information Analysts and Surveyors	\$58,926	162	27%
Architectural/ Civil Drafters	\$50,170	1,068	9%
Construction Managers	\$87,402	2,401	14%

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Architectural Design Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Architecture	13004210 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Architectural Design I	13004600 (1 credit)	Algebra I and English I	None
*Interior Design I	13004300 (1 credit)	Algebra I and English I	None
*Computer Aided Drafting for Architecture	N1300429 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Architectural Design II	13004700 (2 credits)	Architectural Design I or Advanced Interior Design and Geometry	None
*Interior Design II	13004400 (2 credits)	English II, Geometry, and Interior Design I	None
*Civil Engineering and Architecture (PLTW)	N1303747 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Architectural Design	13004800 (2 credits) 13004805 (3 credits) 13004810 (2 credits) 13004815 (3 credits)	Architectural Design II	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Architecture and Construction Career Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Carpentry Statewide Program of Study



The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

Secondary Courses for High School Credit

Level 1

- Principles of Construction
- Principles of Architecture

Level 2

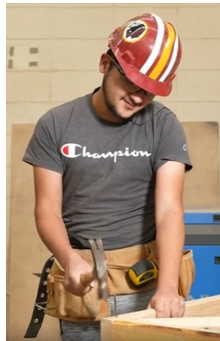
- Construction Technology I

Level 3

- Construction Technology II

Level 4

- Practicum in Construction Technology



Postsecondary Opportunities

Associates Degrees

- Carpentry/Carpenter
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees

- Construction Science

Master's, Doctoral, and Professional Degrees

- Construction Management



Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Shadow a carpenter or millwright
- Participate in SkillsUSA

Work-Based Learning Activities

- Obtain an NCCER certification in Millwright Level 1 or Carpentry Level 1

Industry-Based Certifications

- HBI Pre-Apprenticeship Certificate Training (PACT), Basic Carpentry
- HBI Pre-Apprenticeship Certificate Training (PACT), Core
- HBI Pre-Apprenticeship Certificate Training (PACT), Green Core
- NCCER Carpentry Level I
- NCCER Carpentry Level II
- NCCER Commercial Carpenter
- NCCER Construction Technology Certification Level I
- NCCER Core
- NCCER Painting: Commercial and Residential Level I

- ^ OSHA 30 Hour Construction*
- ^ OSHA 30 Hour General*

^ Offered at Donna ISD *IBC sunsetting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	\$35,922	5,031	26%
Cost Estimators	\$63,939	2,239	21%

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Carpentry Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Construction	13004220 (1 credit)	None	None
Principles of Architecture	13004210 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Construction Technology I	13005100 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Construction Technology II	13005200 (2 credits)	Construction Technology I	None
*Mill & Cabinetmaking Technology	13005300 (2 credits)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Construction Technology	13005250 (2 credits) 13005255 (3 credits) 13005260 (2 credits) 13005265 (3 credits)	Construction Technology II, Building Maintenance Technology II, Electrical Technology II, Heating, Ventilation Air Conditioning (HVAC) and Refrigeration Technology II, Plumbing Technology I, or Mill and Cabinetmaking Technology	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at DISD

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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



**ARTS, AUDIO
VIDEO
TECHNOLOGY &
COMMUNICATIONS**



- **GRAPHIC DESIGN &
MULTIMEDIA ARTS**
- **DIGITAL
COMMUNICATIONS**



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Graphic Design & Multimedia Arts Statewide Program of Study



The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, A/V Technology, and Communications

Level 2

- Graphic Design and Illustration I/Lab
- Commercial Photography I/Lab

Level 3

- Graphic Design and Illustration II/Lab
- Commercial Photography II/Lab

Level 4

- Practicum in Graphic Design and Illustration
- Practicum in Commercial Photography

Postsecondary Opportunities

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join a website development or coding club
- Participate in SkillsUSA or TSA

Work-Based Learning Activities

- Intern with a multimedia or animation studio
- Obtain a certificate or certification in graphic design

Industry-Based Certifications

- ^Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- ^Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional In Visual Effects and Motion Graphics Using Adobe After Effects
- Audio-Visual Communications - Job Ready
- Autodesk Associate (Certified User) 3ds MAX
- Certified Professional Photographer
- Graphic Production Technology - Job Ready
- C++ Certified Associate Programmer
- Certified Used: Programmer
- CodeHS Python Level 1 Certification
- Oracle Certified Associate Java SE 9 Programmer
- Certified Entry-Level Python Programmer (PCEP)

• Adobe Certified Professional Animate*

^Offered at Donna ISD *IBC Sunsetting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Graphic Design & Multimedia Arts

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Arts, A/V Technology, & Communications	13008200 (1 credit)	None	None
*Video Game Design	13009970 (1 credit)	None	None
*Digital Media	13027800 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Graphic Design and Illustration I /Lab	13008800 (1 credit) 13008810 (2 credits)	None	None
*Animation I/Lab	13008300 (1 credit) 13008310 (2 credits)	None	None
*Video Game Programming	N1300994 (1 credit)	None	None
Commercial Photography I/Lab	13009100 (1 credit) 13009110 (2 credits)	None	None
*Fashion Design I/Lab	13009300 (1 credit) 13009310 (2 credits)	None	None
*Digital Design and Media Production	03580400 (1 credit)	None	None
*Game Programing and Design	03580380 (1 credit)	Algebra I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Graphic Design and Illustration II/Lab	13008900 (1 credit) 13008910 (2 credits)	Graphic Design and Illustration I	None
*Animation II/Lab	13008400 (1 credit) 13008410 (2 credits)	Animation I	None
*Advanced Video Game Programming	N1300995 (1 credit)	None	None
*Fashion Design II/Lab	13009400 (1 credit) 13009410 (2 credits)	Fashion Design I	None
*Digital Arts and Animation	03580500 (1 credit)	None	None
*3-D Modeling and Animation	03580510 (1 credit)	None	None
Commercial Photography II/Lab	13009200 (1 credit) 13009210 (2 credits)	None	None
*Web Game Development	03580830 (1 credit)	None	None

See next page for Level 4 courses

Graphic Design & Multimedia Arts

Course Information

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ)	COREQUISITES (CREQ)
*Practicum in Graphic Design and Illustration	13009000 (2 credits) 13009005 (3 credits) 13009010 (2 credits) 13009015 (3 credits)	Graphic Design and Illustration II and Graphic Design and Illustration II Lab	None
*Practicum in Animation	13008450 (2 credits) 13008455 (3 credits) 13008460 (2 credits) 13008465 (3 credits)	Animation II and Animation II Lab	None
Practicum in Commercial Photography	13009250 (2 credits) 13009255 (3 credits) 13009260 (2 credits) 13009265 (3 credits)	Commercial Photography I and Commercial Photography I Lab	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None

*Not Currently Offered at DISD

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Arts, Audio/Video Technology, and Communications Career Cluster

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Digital Communications Statewide Program of Study



The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

Secondary Courses for High School Credit

Level 1

- Principles of Arts, Audio/Video Technology, and Communications
- Professional Communications

Level 2

- Audio/Video Production I/Lab

Level 3

- Audio/Video Production II/Lab

Level 4

- Practicum of Audio/Video Production

Postsecondary Opportunities

Associates Degrees

- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television Broadcasting Technology/Technician
- Music Technology

Bachelor's Degrees

- Recording Arts Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

Master's, Doctoral, and Professional Degrees

- Communications Technology/Technician
- Cinematography and Film/Video Production
- Radio and Television
- Agricultural Communication/Journalism

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Shadow a production team
- Participate in SkillsUSA or TSA

Work-Based Learning Activities

- Intern at a local television station or video production company
- Work with a local company on a project

Industry-Based Certifications

- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- ^Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Visual Design Using Adobe Premiere Pro
- Audio-Visual Communications - Job Ready
- Broadcasting and Journalism
- Digital Video Production Foundations

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	\$39,562	79	27%
Camera Operators, Television, Video, and Motion Picture	\$50,024	129	9%
Audio and Video Equipment Technicians	\$40,581	757	29%
Film and Video Editors	\$47,382	118	23%

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Digital Communications Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Arts, A/V Technology, and Communications	13008200 (1 credit)	None	None
Professional Communication	13009900 (.5 credit)	None	None
*Web Communications	03580810 (.5 credit)	None	None
*Digital Communications in the 21st Century	03580610 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Audio/Video Production I/Lab	13008500 (1 credit) 13008510 (2 credits)	None	None
*Digital Audio Technology I	13009950 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES (CREQ)
Audio/Video Production II/Lab	13008600 (1 credit) 13008610 (2 credits)	Audio/Video Production I	None
*Digital Audio Technology II	13009960 (1 credit)	Digital Audio Technology I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Audio/Video Production	13008700 (2 credits) 13008705 (3 credits) 13008710 (2 credits) 13008715 (3 credits)	Audio/Video Production II/Lab	None
*Practicum in Digital Audio Technology	N1300996 (2 credits)	Digital Audio Technology I & Digital Audio Technology II	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



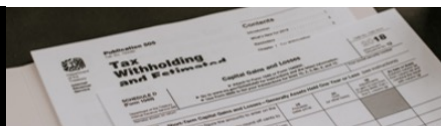
- ACCOUNTING & FINANCIAL SERVICES
- BUSINESS MANAGEMENT
- MARKETING & SALES



Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Accounting and Financial Services Statewide Program of Study



The Accounting and Financial Services program of study teaches CTE learners how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Accounting I
- Financial Mathematics

Level 3

- Accounting II

Level 4

- Practicum in Business Management

Postsecondary Opportunities

Associates Degrees

- Real Estate
- Financial, General
- Financial Planning and Services
- Certified Income Specialist

Bachelor's Degrees

- Accounting
- Financial, General
- Financial Planning and Services
- Certified Income Specialist

Master's, Doctoral, and Professional Degrees

- Financial Accounting
- Business Administration
- Financial Planning

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Business Professionals of America, Future Business Leaders of America, or DECA

Work-Based Learning Activities

- Intern with a local accounting firm
- Earn Microsoft Office certifications

Industry-Based Certifications

- Accounting - Basic
- Accounting Foundations
- Certified Insurance Service Representative
- ^Intuit QuickBooks Certified User
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- ^Microsoft Office Specialist: Microsoft Access Expert (Access and Access 2019), Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019)
- Volunteer Income Tax Assistance/Tax Counseling Certification: Advanced
- Volunteer Income Tax Assistance/Tax Counseling Certification: Basic
- Volunteer Income Tax Assistance/Tax Counseling Certification: Volunteer for Elderly
- ^Microsoft Office Specialist-Excel*

^Offered at Donna ISD *IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Accountants and Auditors	\$71,469	14,436	22%
Loan Officers	\$68,598	2,419	19%
Personal Financial Advisors	\$86,965	1,861	52%
Administrative service Managers	\$96,138	2,277	21%
Insurance Underwriters	\$66,206	594	14%

Accounting and Financial Services

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	None
*Money Matters	13016200 (1 credit)	None	None
Business Information Management I/Lab	13011400 (1 credit) 13011410 (2 credits)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Accounting I	13016600 (1 credit)	None	None
*Banking and Financial Services	13016300 (.5 credit)	None	None
Financial Mathematics	13018000 (1 credit)	Algebra I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Accounting II	13016700 (1 credit)	Accounting I	None
*Financial Analysis	13016800 (1 credit)	Accounting I	None
*Insurance Operations	13016500 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Securities and Investments	13016400 (1 credit)	None	None
Practicum in Business Management	13012200 (2 credits) 13012205 (3 credits) 13012210 (2 credits) 13012215 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

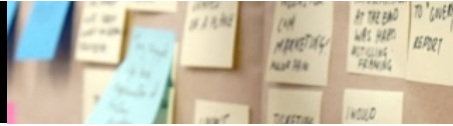
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Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Business Management Statewide Program of Study



The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Business Information Management II/Lab

Level 3

- Business Management

Level 4

- Practicum in Business Management

Postsecondary Opportunities

Associates Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Business Management

Bachelor's Degrees

- Business Administration
- Business/Commerce
- Public Administration
- Management Science

Master's, Doctoral, and Professional Degrees

- Business Administration
- Business Management
- Public Administration
- Management Science

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Business Professional of America, Future Business Leaders of America, or DECA

Work-Based Learning Activities

- Intern with a local business or chamber of commerce

Industry-Based Certifications

- Administrative Assisting
- Certified Associate in Project Management (CAPM)
- Entrepreneurship and Small Business
- General Management
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- Microsoft Office Specialist 2016 Master
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- ^Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- ^Microsoft Office Specialist: Microsoft Word Expert (Word 2019)
- Project Management Institute (PMI) Project Management Ready

- ^Microsoft Office Specialist-Excel*
- ^Microsoft Office Specialist-Word*

^ Offered at Donna ISD *IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	\$96,138	2,277	21%
Management Analysts	\$87,651	4,706	32%
General and Operations Managers	\$107,640	18,679	20%
Supervisors of Administrative Support Works	\$57,616	14,982	20%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Business Management Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	None
Business Information Management I/Lab	13011400 (1 credit) 13011410 (2 credits)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Business Law	13011700 (1 credit)	None	None
*Virtual Business	13012000 (.5 credit)	None	None
Business Information Management II/Lab	13011500 (1 credit) 13011510 (2 credits)	Business Information Management I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Business Management	13012100 (1 credit)	None	None
*Global Business	13011800 (.5 credit)	None	None
*Human Resources Management	13011900 (.5 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Statistics and Business Decision Making	13016900 (1 credit)	Algebra II	None
Practicum in Business Management	13012200 (2 credits) 13012205 (3 credits) 13012210 (2 credits) 13012215 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

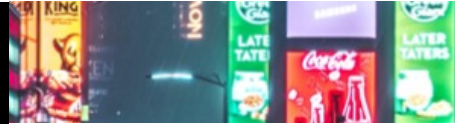
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Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Marketing & Sales Statewide Program of Study



The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance

Level 2

-

Level 3

- Fundamentals of Real Estate

Level 4

- Advanced Marketing

Postsecondary Opportunities

Associates Degrees

- Marketing/ Marketing Management, General
- Consumer Merchandising/Retailing Management
- International Marketing
- Business

Bachelor's Degrees

- Marketing/ Marketing Management, General
- Business Administration
- Applied Economics
- Marketing Research

Master's, Doctoral, and Professional Degrees

- Marketing
- Business Administration
- Applied Economics
- Advertising

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Business Professionals of America, Future Business Leaders of America, or DECA

Work-Based Learning Activities

- Intern with a local marketing firm
- Shadow a real estate agent
- Operate a school store on campus

Industry-Based Certifications

- Business of Retail: Certified Specialist
- Certified Insurance Service Representative
- Customer Service and Sales: Certified Specialist
- Entrepreneurship and Small Business
- Facebook Digital Marketing Associate Certification
- ^Real Estate Sales Agent License
- Retail Merchandising - Job Ready
- Student Social Media Marketing Certification

- ^Google Analytics Individual Qualification*

^Offered at Donna ISD

*IBC sunseting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	\$70,346	4,664	40%
Insurance Sales Agent	\$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	\$72,550	2,826	15%
Wholesale and Retail Buyers	\$51,106	1,229	19%

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Marketing & Sales Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (.5 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Fashion Marketing	13034300 (.5 credit)	None	None
*Sports and Entertainment Marketing	13034600 (.5 credit)	None	None
*Virtual Business	13012000 (.5 credit)	None	None
*Marketing	N1303424 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Social Media Marketing	13034650 (.5 credit)	None	None
*Advertising	13034200 (.5 credit)	None	None
*Retail Management	N1303420 (1 credit)	None	None
*Sports and Entertainment Marketing II	N1303422 (.5 credit)	Sports and Entertainment Marketing	None
*Statistics and Business Decision Making	13016900 (1 credit)	Algebra II	None
Fundamentals of Real Estate	N1301120 (2 credits)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Advanced Marketing	13034700 (2 credits)	One credit from the courses in the Marketing Career Cluster	None
*Practicum in Marketing	13034800 (2 credits) 13034805 (3 credits) 13034810 (2 credits) 13034815 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE BUSINESS, MARKETING, AND FINANCE CAREER CLUSTER,
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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



Hospitality and Tourism Career Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Culinary Arts Statewide Program of Study



The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

Secondary Courses for High School Credit

Level 1

-

Level 2

- Culinary Arts

Level 3

- Advanced Culinary Arts

Level 4

- Practicum in Culinary Arts

Postsecondary Opportunities

Associates Degrees

- Hotel and Restaurant Management
- Restaurant Culinary and Catering Management
- Hospitality Administration/ Management, General
- Culinary Arts/ Chef Training

Bachelor's Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Culinary Science and Food Service Management

Master's, Doctoral, and Professional Degrees

- Hotel and Restaurant Management
- Food Service Systems Administration/ Management
- Hospitality Administration/ Management, General
- Business Administration Management, General

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Family, Career, and Community Leaders of America, SkillsUSA, American Culinary Federation, or the Texas Restaurant Association

Work-Based Learning Activities

- Plan a catering event or work for a catering company
- Participate in a cooking course
- Work in a restaurant

Industry-Based Certifications

- ^Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Certified Hospitality & Tourism Management Professional
- ^Commercial Foods
- Culinary Meat Selection & Cookery Certification
- Food Protection Manager Certification
- Food Safety & Science Certification
- ManageFirst Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science Fundamentals
- ^ServSafe Manager

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Culinary Arts Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Introduction to Culinary Arts	13022550 (1 credit)	None	None
*Principles of Hospitality and Tourism	13022200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Culinary Arts	N1302268 (1 credit)	None	None
*Foundations of Restaurant Management	13022650 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Advanced Culinary Arts	13022650 (2 credits)	Culinary Arts	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Food Science	13023000 (1 credit)	3 units of Science, including Chemistry and Biology	None
Practicum in Culinary Arts	13022700 (2 credits) 13022705 (3 credits) 13022710 (2 credits) 13022715 (3 credits)	Culinary Arts	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE HOSPITALITY AND TOURISM CAREER CLUSTER,
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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- INFORMATION TECHNOLOGY SUPPORT AND SERVICES
- NETWORKING SYSTEMS



Information Technology Career Cluster

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Information Technology Support and Services Statewide Program of Study



The Information Technology Support and Services program of study explores the occupations and educational opportunities associated with administering, testing, and implementing computer databases and applying knowledge of database management systems. This program of study may also include analyzing user requirements and problems to automate or improve existing systems and review computer system capabilities. This program of study may also include exploration into the research, design, or testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.

Secondary Courses for High School Credit

Level 1

- Principles of Information Technology

Level 2

-

Level 3

- Computer Technician Practicum

Level 4

- Computer Technician Practicum (2nd Time)

Postsecondary Opportunities

Associates Degrees

- Computer and Information Sciences, General
- Computer and Information Systems Security/Information Assurance
- Information Technology
- Computer Systems Networking and Telecommunications

Bachelor's Degrees

- Computer and Information Sciences, General
- Computer and Information Systems Security/Information Assurance
- Computer Engineering, General
- Computer Systems Networking and Telecommunications

Master's, Doctoral, and Professional Degrees

- Computer and Information Sciences, General
- Computer Systems Analysis/Analyst
- Computer Engineering, General
- Information Technology

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join TSA
- Job shadow a database administrator or computer hardware engineer

Work-Based Learning Activities

- Earn an IT certification

Industry-Based Certifications

- Business Information Processing
- Cloud Essentials+
- CompTIA A+ Certification
- CompTIA IT Fundamentals+
- Computer Repair Technology - Job Ready
- Google IT Support Professional Certificate
- Microsoft Security, Compliance, and Identity Fundamentals
- Microsoft 365 Fundamentals
- ESRI ArcGIS Desktop Entry*

^Offered at Donna ISD

*IBC sunseting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Database Administrator	\$83,075	1,063	19%
Computer Hardware Engineer	\$111,738	343	24%
Computer System Analyst and Support	\$87,568	5,937	29%

Successful completion of the Information Technology Support and Services program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met.

Revised – August 2022

Information Technology Support and Services

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Information Technology	13027200 (1 credit)	None	None
*Geographic Information Systems	N1302805 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Computer Maintenance/Lab	13027300 (1 credit) 13027310 (2 credits)	Principles of Information Technology	None
*Raster Based GIS	N1302806 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Computer Technician Practicum	13027500 (2 credits) 13027505 (3 credits)	None	None
*Spatial Technology and Remote Sensing	N1302807 (1 credit)	None	None
*IT Troubleshooting	N1302815 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Computer Technician Practicum (2nd Time)	13027510 (2 credits) 13027515 (3 credits)	Computer Technician Practicum	None
*Practicum in Information Technology	13028000 (2 credits) 13028005 (3 credits) 13028010 (2 credits) 13028015 (3 credits)	A minimum of two high school Information Technology (IT) courses	None
Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Independent Study in Technology Applications	03580900 (1 credit)	None	None
*Independent Study in Evolving/Emerging Technologies	03581500 (1 credit)	None	None
*Project-Based Research	12701500 (1 credit)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Information Technology Career Cluster

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Networking Systems Statewide Program of Study



The Networking Systems program of study explores the occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study may also include exploration into analyzing science, engineering, and other data processing problems to implement and improve computer systems.

Secondary Courses for High School Credit

Level 1

- Principles of Information Technology

Level 2

-

Level 3

- Networking/Lab

Level 4

- Practicum in Information Technology

Postsecondary Opportunities

Associates Degrees

- Computer and Information Sciences, General
- Computer Systems Networking And Telecommunications
- Information Technology
- Network and System Administration/ Administrator

Bachelor's Degrees

- Computer and Information Sciences, General
- Computer Systems Networking And Telecommunications
- Computer and Information Systems Security/ Information Assurance
- Computer Engineering, General

Master's, Doctoral, and Professional Degrees

- Computer and Information Sciences, General
- Information Technology
- Computer and Information Systems Security/ Information Assurance
- Computer Engineering, General

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join TSA
- Job shadow a computer network architect or support specialist

Work-Based Learning Activities

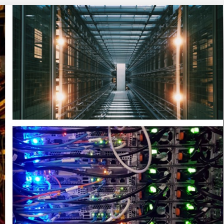
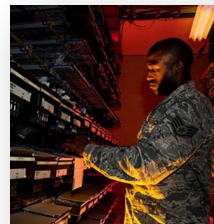
- Earn an IT certification

Industry-Based Certifications

- Cisco 100-490 RSTech Supporting Cisco Routing and Switching Network Devices
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CompTIA A+ Certification
- CompTIA Network+
- CompTIA Server+
- ^Computer Networking Fundamentals - Job Ready
- Google Cloud Certified Professional - Cloud Architect
- Information Technology Specialist: Networking
- Microsoft 365 Fundamentals
- Microsoft Azure Data Fundamentals
- Microsoft Security Compliance and Identity Fundamentals
- Associate of (ISC)*

^Offered at Donna ISD

*IBC sunsetting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Computer Network Architects	\$111,633	1,082	23%
Computer Systems Analysts	\$87,568	5,937	29%
Computer Network Support Specialists	\$68,037	1,824	19%

Successful completion of the Networking Systems program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Networking Systems Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Computer Science I	03580200 (1 credit)	None	Algebra I
Principles of Information Technology	13027200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Internetworking Technologies I	N1302803 (1 credit)	None	None
*Computer Maintenance/Lab	13027300 (1 credit) 13027310 (2 credits)	Principles of Information Technology	None
*AP Computer Science Principles	A3580300 (1 credit)	Algebra I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Internetworking Technologies II	N1302804 (1 credit)	Internetworking Technologies I	None
*Advanced Cloud Computing	N1302813 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Practicum in Information Technology	13028000 (2 credits) 13028005 (3 credits) 13028010 (2 credits) 13028015 (3 credits)	Minimum of two high school Information Technology (IT) courses	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Independent Study in Technology Applications	03580900 (1 credit)	None	None
*Independent Study in Evolving/Emerging Technologies	03581500 (1 credit)	None	None
*Project Based Research	12701500 (1 credit)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- **ADVANCED
MANUFACTURING &
MACHINERY MECHANICS**
- **WELDING**



Manufacturing Career Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Advanced Manufacturing and Machinery Mechanics Statewide Program of Study



The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. CTE learners may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.

Secondary Courses for High School Credit

Level 1

- Principles of Applied Engineering

Level 2

- Robotics I
- Manufacturing Engineering Technology I

Level 3

- Robotics II

Level 4

-



Postsecondary Opportunities

Associates Degrees

- Electromechanical Engineering/Technology
- Certified Quality Technician
- Industrial Mechanics and Maintenance Technology

Bachelor's Degrees

- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

Master's, Doctoral, and Professional Degrees

- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering



Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in SkillsUSA and local STEM events

Work-Based Learning Activities

- Work at a local business or industry apprenticeship
- Join the American Welding Society

Industry-Based Certifications

- C-101 Certified Industry 4.0 Associate - Basic Operations
- C-103 Certified Industry 4.0 Associate - Robot System Operations
- C-200 Certified Industry 4.0 Automation System Specialist I - 216 Robotic System Integration 1
- C-200 Certified Industry 4.0 Automation Systems Specialist I - 208 Programmable Controller Troubleshooting 1
- C-200 Certified Industry 4.0 Automation Systems Specialist I - 215 Robotic Operations 1
- Certified Manufacturing Associate
- Certified SOLIDWORKS Professional (CSWP) – CAM
- Certified SOLIDWORKS Professional (CSWP) – Additive Manuf.
- CNC Lathe Operations
- CNC Lathe Set Up and Operations
- FANUC Robot Operator 1
- FESTO Certified Industry 4.0 Associate Fundamentals
- Industrial Technology Maintenance (ITM) - Process Control Sys.
- Machining CNC Mill Operations Level I
- Machining CNC Mill Programming Setup and Operations Level I
- Machining CNC Milling Skills Level II
- Machining CNC Milling Skills Level II
- Industrial Technology Maintenance (ITM) - Electronic Control Systems*
- ISCET Certified Electronics Technicians*
- Mastercam Associate Certification Mill Design and Toolpaths*
- Mastercam Certified Professional Mill Level 1*
- Mastercam Professional Level Certification*
- ^OSHA 30 Hour General

^Offered at Donna ISD

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Electro-Mechanical Assemblers	\$30,160	951	9%
Electro-Mechanical Technicians	\$56,555	127	9%
Industrial Machinery Mechanics	\$49,816	3,788	27%

Successful completion of the Advanced Manufacturing and Machinery Mechanics program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.

Revised – August 2022

Advanced Manufacturing and Machinery Mechanics

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Principles of Manufacturing	13032200 (1 credit)	None	None
Principles of Applied Engineering	13036200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Occupational Safety and Environmental Technology I	N1303680 (1 credit)	None	None
Robotics I	13037000 (1 credit)	None	None
*Manufacturing Engineering Technology I	13032900 (1 credit)	None	None
*Programmable Logic Controller I	N1303689 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Engineering Design and Presentation I	13036500 (1 credit)	Algebra I	None
*Manufacturing Engineering Technology II	13032950 (1 credit)	Manufacturing Engineering Technology I	None
Robotics II	13037050 (1 credit)	Robotics I	None
*Occupational Safety and Environmental Technology II	N1303681 (1 credit)	OSET I	None
*Programmable Logic Controller II	N1303690 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Manufacturing	13033000 (2 credits) 13033005 (3 credits) 13033010 (2 credits) 13033015 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Manufacturing Career Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Welding Statewide Program of Study



The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

Secondary Courses for High School Credit

Level 1

- Introduction to Welding CC

Level 2

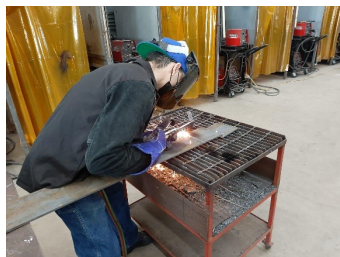
- Welding I CC

Level 3

- Welding II/Lab CC

Level 4

- Practicum in Manufacturing CC



Postsecondary Opportunities

Associates Degrees

- Certified Welder or Welder Inspector
- Machine Shop Technology/Assistant
- Operations Management and Supervision
- Occupational Safety and Health Technology/Technician

Bachelor's Degrees

- Welding Engineering Technology/Technician
- Biomedical Technology/Technician
- Operations Management and Supervision
- Environmental Health

Master's, Doctoral, and Professional Degrees

- Welding Engineering Technology/Technician
- Occupational Health and Industrial Hygiene
- Operations Management and Supervision
- Environmental Health

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
<ul style="list-style-type: none">• Participate and compete in SkillsUSA• Job shadow a machinist	<ul style="list-style-type: none">• Work in a local business or industry apprenticeship• Join the American Welding Society

Industry-Based Certifications

- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- ^AWS D1.1 Structural Steel
- ^AWS D9.1 Sheet Metal Welding
- AWS SENSE Level 1: Entry Welder
- Industrial Technology Maintenance (ITM) - Maintenance Welding
- NCCER Construction Technology Certification Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready

^OSHA 30 Hour General*

^Offered at Donna ISD

*IBC sunseting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	\$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	\$40,040	280	9%

Successful completion of the Welding program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Welding Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Introduction to Welding	13032250 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Welding I	13032300 (2 credits)	None	None
*Introduction to Film Interpretation of Weldments	N1303687 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Welding II/Lab	13032400 (2 credits) 13032410 (3 credits)	Welding I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Manufacturing	13033000 (2 credits) 13033005 (3 credits) 13033010 (2 credits) 13033015 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Business & Industry Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



**TRANSPORTATION,
DISTRIBUTION,
& LOGISTICS**



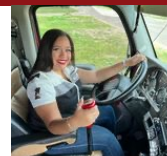
• **AUTOMOTIVE**



Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Automotive Statewide Program of Study



The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

Secondary Courses for High School Credit

Level 1

Level 2

- Collision Repair/Lab

Level 3

- Paint and Refinishing/Lab

Level 4

- Practicum in Transportation Systems



Postsecondary Opportunities

Associates Degrees

- Autobody/ Collision and Repair Technology/ Technician
- Medium/Heavy Vehicle and Truck Technology/ Technician
- Mechanical Engineering/ Mechanical Technology/ Technician

Bachelor's Degrees

- Mechanical Engineering/ Mechanical Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Mechanical Engineering

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join SkillsUSA or the Automotive Service Association

Work-Based Learning Activities

- Work at a local automotive repair or body shop

Industry-Based Certifications

- ASE Entry Level Automobile Maintenance and Light Repair (MR)
- ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)
- ASE Entry-Level Automobile Brakes (BR)
- ASE Entry-Level Automobile Electronic/Electrical Systems (EE)
- ASE Entry-Level Automobile Engine Performance (EP)
- ASE Entry-Level Automobile Engine Repair (ER)
- ASE Entry-Level Automobile Heating and Air Conditioning (AC)
- ASE Entry-Level Automobile Manual Drive Train and Axles (MD)
- ASE Entry-Level Automobile Service Technology
- ASE Entry-Level Automobile Suspension and Steering (SS)
- ASE Entry-Level Collision Mechanical and Electrical Components (ME)
- ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)
- ASE Entry-Level Collision Painting and Refinishing (PR)
- ASE Entry-Level Collision Structural Analysis and Damage Repair
- ASE Refrigerant Recovery and Recycling
- Principles of Small Engine Technology Certification
- Small Engine Technology
- ^Commercial Driver's License – Class A & Class B
- ^OSHA 30 Hour General*
- ASE Suspension and Steering*
- ASE Structural Analysis Damage Repair*
- ASE Painting & Refinishing*
- ASE Non-Structural Analysis Damage Repair*
- ASE Mech Elec Components*
- ASE Manual Drive Train Axles*
- ASE Maintenance Light Repair*
- ASE Heating, Ventilation, AC (HVAC)*
- ASE Auto Transmission*
- ASE Automobile Service Technology*
- ASE Brakes*
- ASE Electrical/Electronic Systems*
- ASE Engine Performance*
- ASE Engine Repair*

^Offered at Donna ISD

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	\$40,144	1,456	25%
Automotive Service Technician and Mechanics	\$38,459	5,557	18%

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry endorsement. Revised – August 2022

Automotive Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Principles of Transportation Systems	13039250 (1 credit)	None	None
*Small Engine Technology I	13040000 (1 credit)	None	None
*Basic Collision Repair and Refinishing	13039750 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Automotive Basics	13039550 (1 credit)	None	None
*Introduction to Transportation Technology	13039270 (.5 credit)	None	None
*Small Engine Technology II	13040100 (2 credits)	Small Engine Technology I	None
Collision Repair/Lab	13039800 (2 credits) 13039810 (3 credits)	None	None
*Occupational Safety and Environmental Technology I	N1303680 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Automotive Technology I: Maintenance and Light Repair	13039600 (2 credits)	None	None
*Energy and Power of Transportation Systems	13039300 (1 credit)	None	None
Paint and Refinishing/Lab	13039900 (2 credits) 13039910 (3 credits)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Automotive Technology II/Lab	13039700 (2 credits) 13039710 (3 credits)	Automotive Technology I: Maintenance and Light Repair	None
Practicum in Transportation Systems	13040450 (2 credits) 13040455 (3 credits) 13040460 (2 credits) 13040465 (3 credits)	None	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER,
PLEASE CONTACT: CTE@tea.texas.gov OR VISIT <https://tea.texas.gov/cte>

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Public Service Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Teaching and Training Statewide Program of Study



The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

Secondary Courses for High School Credit

Level 1

- Principles of Education and Training

Level 2

- Human Growth and Development

Level 3

- Instructional Practices

Level 4

- Practicum in Education and Training

Postsecondary Opportunities

Associates Degrees

- Teacher Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Bachelor's Degrees

- Bilingual and Multilingual Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

- Instruction and Learning
- Educational Leadership and Administration, General
- Special Education
- Social and Philosophical Foundations of Education

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in the Texas Association of Future Educators or Family, Career, and Community Leaders of America

Work-Based Learning Activities

- Teach a community education class
- Intern as a teaching assistant or tutor
- Serve as a camp counselor

Industry-Based Certifications

- Educational Aide I
- ^Region One Substitute Academy

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	\$48,069	862	17%
Middle School Teachers, Except Special and Career/Technical Education	\$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	\$56,360	719	9%
Special Education Teachers, Secondary School	\$56,720	980	18%

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022

Teaching and Training Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Education and Training	13014200 (1 credit)	None	None
*Principles of Human Services	13024200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Human Growth and Development	13014300 (1 credit)	None	None
*Child Development	13024700 (1 credit)	None	None
*Communication and Technology in Education	N1300510 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Instructional Practices	13014400 (2 credits)	1 credit from Education and Training Career Cluster	None
*Teaching Strategies for Special Populations (TBD)	TBD	TBD	TBD

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Education and Training	13014500 (2 credits) 13014505 (3 credits) 13014510 (2 credits) 13014515 (3 credits)	Instructional Practices	None
*Project Based Research	12701500 (1 credit)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None

*Not Currently Offered at Donna ISD

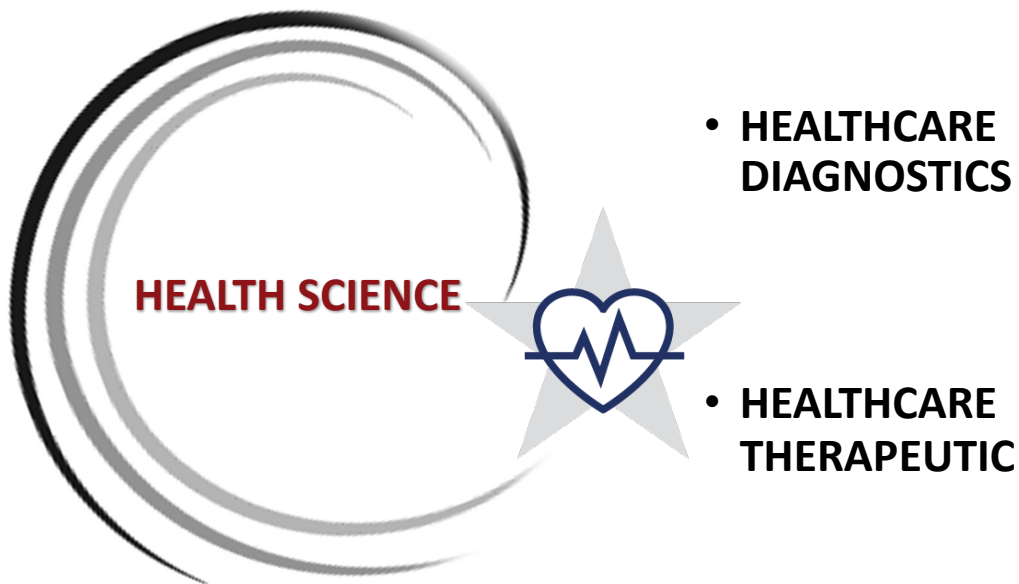
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Public Service Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



Health Science Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Healthcare Diagnostics Statewide Program of Study



The Healthcare Diagnostics program of study introduces students to occupations and education opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology and ultrasound technology.

Secondary Courses for High School Credit

Level 1

- Principles of Health Science

Level 2

- Medical Terminology

Level 3

- Health Science Theory/Health Science Clinical
- Medical Microbiology



Level 4

- Anatomy and Physiology
- Pathophysiology
- Practicum in Health Science



Postsecondary Opportunities

Associates Degrees

- Nuclear Medical Technology/Technologist
- Magnetic Resonance Imaging (MRI) Technology/Technician

Bachelor's Degrees

- Nuclear Medical Technology/Technologist
- Medical Radiologic Technology/Science Radiation Therapist

Master's, Doctoral, and Professional Degrees

- Radiologist
- Radiologic Technology/Science Radiographer

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Health Occupation Students of America

Work-Based Learning Activities

- Perform clinical rotations at a community wellness center, hospital, assisted living, nursing home

Industry-Based Certifications

- Certified Cardiographic Technician
- Certified Clinical Medical Assistant
- Emergency Medical Technician - Basic
- ^Certified EKG Technician
- ECG Technician
- Limited Medical Radiologic Technologist
- Medical Assistant
- Medical Laboratory Assistant
- Medical Laboratory Technician
- Nationally Registered Certified EKG Technician
- ^Phlebotomy Technician
- Registered Diagnostic Medical Sonographer - Abdomen*
- Registered Diagnostic Medical Sonographer - Obstetrics and Gynecology*
- Registered Technologist - Cardiac-Interventional Radiography*
- Registered Technologist - Computed Tomography*
- Registered Technologist - Magnetic Resonance Imaging*
- Registered Technologist - Mammography*
- Registered Technologist - Nuclear Medicine Technology*
- Registered Technologist - Radiography*
- Registered Technologist - Sonography*
- Registered Technologist - Vascular Sonography*
- Registered Technologist - Vascular-Interventional Radiography*
- Registered Vascular Technology*

^Offered at Donna ISD

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Diagnostic Medical Sonographers	\$69,909	495	35%
Phlebotomist	\$30,597	1,442	36%
Nuclear Medicine Technologists	\$75,962	91	13%
Radiologic Technologists	\$55,494	1,196	21%
Magnetic Resonance Imaging Technologists	\$68,661	217	21%

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service or STEM endorsement if the math and science requirements are met. Revised – August 2022

Healthcare Diagnostics

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Health Science	13020200 (1 credit)	None	None
*Principles of Diagnostic Healthcare	N1302106 (1 credit)	None	None
*Introduction to Imaging Technology	N1302102 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Medical Terminology	13020300 (1 credit)	None	None
*Imaging Technology I	N1302123 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Health Science Theory/Health Science Clinical	13020400 (1 credit) 13020410 (2 credits)	Biology	None
Medical Microbiology	13020700 (1 credit)	Biology and Chemistry	None
*Imaging Technology II	N1302131 (1 credit)	Imaging Technology I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Anatomy and Physiology	13020600 (1 credit)	Biology and a second science credit	None
*Pathophysiology	13020800 (1 credit)	Biology and Chemistry	None
Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	Health Science Theory and Biology	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER,
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Health Science Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Healthcare Therapeutic Statewide Program of Study



The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Secondary Courses for High School Credit

Level 1

- Principles of Health Science

Level 2

- Medical Terminology

Level 3

- Anatomy and Physiology
- Health Science Theory/Health Science Clinical
- Medical Microbiology

Level 4

- Pathophysiology
- Pharmacology
- Practicum in Health Science



Postsecondary Opportunities

Associates Degrees

- Dental Hygienist
- Medical/Clinical Assistant

Bachelor's Degrees

- Dental Hygienist

Master's, Doctoral, and Professional Degrees

- Dentist
- Physician Assistant
- Family and General Practitioners
- Pharmacist

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in SkillsUSA or Health Occupation Students of America

Work-Based Learning Activities

- Volunteer at a community wellness center, hospital, assisted living, or nursing home

Industry-Based Certifications

- ^Certified Clinical Medical Assistant
- Certified Dental Assistant
- ^Certified EKG Technician
- Emergency Medical Technician - Basic
- ^Certified Nurse Aide (CNA)
- Certified Occupational Therapy Assistant
- ^Certified Patient Care Technician (CPCT)
- ECG Technician
- Medical Assistant
- Medical Laboratory Assistant
- Nationally Registered Certified EKG Technician
- ^Patient Care Technician
- ^Pharmacy Technician
- ^Phlebotomy Technician
- Registered Dental Assistant X-Ray Certification
- Certified Ophthalmic Technician*
- Certified Surgical Technologist*
- Licensed Dental Hygienist*
- Orthopedic Technologist*

^Offered at Donna ISD *IBC sunsetting 8/31/24



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	\$29,598	8,862	30%
Surgical Technologists	\$45,032	1,150	20%
Dental Hygienists	\$73,507	1,353	38%
Physicians and Surgeons	\$213,071	1,151	30%

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised – August 2022

Healthcare Therapeutic Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Health Science	13020200 (1 credit)	None	None
*Principles of Therapeutic Healthcare	N1302110 (1 credit)	None	None
*Introduction to Pharmacy Science	N1302103 (1 credit)	None	None
*Introduction to Dental Science	N1302101 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Medical Terminology	13020300 (1 credit)	None	None
*Dental Anatomy and Physiology	N1302122 (1 credit)	None	None
*Pharmacy I	N1302127 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Anatomy and Physiology	13020600 (1 credit)	One credit in Biology, one credit in Chemistry, Integrated Physics and Chemistry, or Physics.	None
Health Science Theory/ Health Science Clinical	13020400 (1 credit) 13020410 (2 credits)	Biology	None
Medical Microbiology	13020700 (1 credit)	Biology and Chemistry	None
*Pharmacy II	13021030 (2 credits)	Biology and Chemistry and Pharmacy I	None
*Medical Assistant	13021015 (1 credit)	Anatomy and Physiology	Anatomy and Physiology
*Dental Equipment and Procedures	N1302130 (1 credit)	None	None

See next page for Level 4 courses

Healthcare Therapeutic Course Information

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Pathophysiology	13020800 (1 credit)	Biology and Chemistry	None
Pharmacology	13020950 (1 credit)	Biology and Chemistry	None
Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	Health Science Theory and Biology	None

*Not Currently Offered at Donna ISD

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Public Service Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- **COSMETOLOGY & PERSONAL CARE SERVICES**

- BARBERING
- COSMETOLOGY
- NAIL TECHNICIAN



Human Services Career Cluster

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Cosmetology and Personal Care Services Regional Program of Study



The Cosmetology and Personal Care Services regional program of study introduces CTE learners to knowledge and skills related to providing beauty and personal care services. CTE concentrators may learn about or practice managing personal care facilities and coordinating or supervising personal service workers.

Secondary Courses for High School Credit

Level 1

- Principles of Cosmetology Design and Color Theory

Level 2

- Introduction to Cosmetology

Level 3

- Cosmetology I/Lab
- Barbering I

Level 4

- Cosmetology II/Lab
- Barbering II



Postsecondary Opportunities

Certificate/License

- Certified Aesthetic Laser Operator
- Cosmetologist
- Certified Spa Supervisor
- Nail Technician/Specialist and Manicurist

Associates Degrees

- Cosmetology/Cosmetologist, General
- Aesthetician/Esthetician and Skin Care Specialist
- Salon/Beauty Salon Management/Manager
- Cosmetology, Barber/Styling, and Nail Instructor

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in TIVA or SkillsUSA

Work-Based Learning Activities

- Job shadow a cosmetologist
- Work part-time at a salon, spa, or barbershop

Industry-Based Certifications

- ^Cosmetology Operator License
- Cosmetology Esthetician Specialty License
- ^Cosmetology Manicurist Specialty License
- ^Barber Operating License

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
First-Line Supervisors of Personal Service Workers	\$36,941	1,634	24%
Barbers	\$28,267	348	14%
Hairdressers, Hairstylists, and Cosmetologists	\$21,507	3,489	22%
Manicurists and Pedicurists	\$21,715	418	45%
Shampooers	\$18,720	139	24%
Skincare Specialists	\$26,437	637	22%

Successful completion of the Cosmetology and Personal Care Services regional program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022

Cosmetology and Personal Care Services

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Cosmetology Design and Color Theory	13025050 (1 credit)	None	None
*Microbiology and Safety for Cosmetology Careers	N1302540 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Introduction to Cosmetology	13025100 (1 credit)	None	None
Nail Care, Enhancements, and Spa Services	N1302531 (2 credits)	None	None
*Esthetics	N1302533 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Cosmetology I/Lab	13025200 (2 credits) 13025210 (3 credits)	None	None
Barbering I	N1302534 (3 credits)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Cosmetology II/Lab	13025300 (2 credits) 13025310 (3 credits)	Cosmetology I	None
Barbering II	N1302535 (3 credits)	Barbering I	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE HUMAN SERVICES CAREER CLUSTER,
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Public Service Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



- LAW ENFORCEMENT



Law and Public Service Career Cluster

The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Law Enforcement Statewide Program of Study



The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.

Secondary Courses for High School Credit

Level 1

- Principles of Law, Public Safety, Corrections, and Security

Level 2

- Law Enforcement I
- Criminal Investigation

Level 3

- Law Enforcement II
- Correctional Services

Level 4

- Forensic Science

Postsecondary Opportunities

Associates Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Criminal Justice/Police Science
- Corrections
- Criminalistics and Criminal Science

Bachelor's Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Criminal Justice/Police Science
- Juvenile Corrections
- Cyber/Computer Forensics and Counterterrorism

Master's, Doctoral, and Professional Degrees

- Criminal Justice/Safety Studies/Law
- Enforcement Administration
- Natural Resources
- Law Enforcement and Protective Services

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join the Texas Public Service Association or local criminal justice clubs

Work-Based Learning Activities

- Attend court hearings and other legal procedures

Industry-Based Certifications

- Non-Commissioned Security Officer Level II
- IAED Emergency Telecommunicator

^Offered at Donna ISD



Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	\$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	\$44,054	793	9%
Correctional Officers and Jailers	\$40,186	4,683	9%
Immigration and Customs Inspectors	\$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	\$91,312	253	25%

Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service endorsement. Revised – August 2022

Law Enforcement Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Law, Public Safety, Corrections, and Security	13029200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Law Enforcement I	13029300 (1 credit)	None	None
*Federal Law Enforcement and Protective Services	13029800 (1 credit)	None	None
Criminal Investigation	13029550 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Law Enforcement II	13029400 (1 credit)	None	None
Correctional Services	13029700 (1 credit)	None	None
*Forensic Psychology	N1303012 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Counseling and Mental Health	13024600 (1 credit)	None	None
Forensic Science	13029500 (1 credit)	Biology and Chemistry	None
*Practicum in Law, Public Safety, Corrections, and Security	13030100 (2 credits) 13030105 (3 credits) 13030110 (2 credits) 13030115 (3 credits)	None	None

*Not Currently Offered at Donna ISD

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Science, Technology, Engineering, & Mathematics Endorsement

CAREER CLUSTER

PROGRAMS OF STUDY



**SCIENCE,
TECHNOLOGY,
ENGINEERING, &
MATHEMATICS**

- **CYBERSECURITY**
- **ENGINEERING**
- **PROGRAMMING
& SOFTWARE
DEVELOPMENT**



Science, Technology, Engineering, and Mathematics Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Cybersecurity Statewide Program of Study



The Cybersecurity program of study

Secondary Courses for High School Credit

Level 1

- Principles of Information Technology
- Fundamentals of Computer Science
- Foundations of Cybersecurity

Level 2

- Computer Science I

Level 3

- Networking/Lab
- AP Computer Science A Math
- AP Computer Science B LOTE

Level 4

- Cybersecurity Capstone

Postsecondary Opportunities

Associates Degrees

- System Networking, and LAN/WAN Management
- Information Technology
- Computer and Information Sciences, General
- Computer Science

Bachelor's Degrees

- Computer Systems Networking and Telecommunications
- Computer Systems Networking and Telecommunications
- Computer and Information Sciences, General
- Computer Science

Master's, Doctoral, and Professional Degrees

- Computer Systems Analysis/Analyst
- Information Technology
- Computer Information Sciences, General
- Computer Science

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Skills USA competitions
- Job shadow a computer system analyst or information security analyst

Work-Based Learning Activities

- Obtain a cybersecurity IBC

Industry-Based Certifications

- Cisco 100-490 RSTech Supporting Cisco Routing and Switching Network Devices
- Cisco 200-201 CBROPS - Understanding Cisco Cybersecurity Operations Fundamentals
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CodeHS Cybersecurity Level 1 Certification
- CompTIA A+ Certification
- CompTIA Network+
- CompTIA Security+
- Computer Networking Fundamentals – Job Ready
- ^Cybersecurity Fundamentals
- CyberSecurity Fundamentals: An ISACA Certificate
- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript
- Information Technology Specialist: Networking
- Microsoft Security, Compliance, and Identity Fundamentals
- Microsoft 365 Fundamentals
- Oracle Certified Associate Java SE 8 Programmer

- Associate of (ISC)*

^Offered at Donna ISD

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	\$91,915	814	29%
Network and Computer System Administrators	\$82,597	2,814	19%
Computer System Analysts	\$87,568	5,937	29%

Successful completion of the Cybersecurity program of study will fulfill requirements of the STEM Endorsement. Revised – October 2022

Cybersecurity Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Information Technology	1302700 (1 credit)	None	None
Fundamentals of Computer Science	03580140 (1 credit)	None	None
Foundations of Cybersecurity	03580850 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Internetworking Technologies	N1302803 (1 credit)	None	None
Computer Science I	03580200 (1 credit)	Algebra I	None
*AP Computer Science Principles	A3580300 (1 credit)	None	None
*Computer Maintenance/Lab	13027300 (1 credit) 13027310 (2 credits)	Principles of Technology	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Engineering Application of Computer Science Principles	N1303772 (1 credit)	None	None
Networking/Lab	13027400 (1 credit) 13027410 (2 credits)	None	None
*Digital Forensics	03580360 (1 credit)	None	None
*Internetworking Technologies II	N1302804 (1 credit)	Internetworking Technologies I	None
AP Computer Science A - Math	A3580110 (1 credit)	None	None
AP Computer Science B - LOTE	A3580120 (1 credit)	None	None
*IB Computer Science Standard Level	I3580200 (1 credit)	None	None
*Discrete Mathematics for Computer Science	03580370	Algebra II	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Cybersecurity Capstone	03580855 (1 credit)	None	None
*Practicum in Information Technology	13028000 (2 credits) 13028005 (3 credits)	2 high school Info. Tech. courses	None
Practicum in STEM	13037400 (2 credits) 13037405 (3 credits)	Algebra I and Geometry	None
*Project-Based Research	1270100 (1 credit)	None	None
*Independent Study in Technology Applications	03580900 (1 credit)	None	None
*Independent Study in Evolving/Emerging Technologies	03581500 (1 credit)	None	None
*IB Computer Science Higher Level - Math	I3580310 (1 credit)	None	None
*IB Computer Science Higher Level - LOTE	13580320 (1 credit)	None	None

*Not Currently Offered at Donna ISD

FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS, CONTACT CTE@tea.texas.gov

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Science, Technology, Engineering, and Mathematics Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Engineering Statewide Program of Study



The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

Secondary Courses for High School Credit

Level 1

- Principles of Applied Engineering

Level 2

- Manufacturing Engineering Technology I

Level 3

- Digital Electronics

Level 4

- Engineering Design and Problem Solving

Postsecondary Opportunities

Associates Degrees

- Electrical and Electronics Engineering
- Drafting and Design Technology/ Technician, General
- Engineering Technology

Bachelor's Degrees

- Electrical and Electronics Engineering
- CAD/CADD Drafting and/or Design Technology/ Technician
- Bioengineering and Biomedical Engineering
- Construction Engineering Technology/ Technician

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Mechanical Engineering
- Bioengineering and Biomedical Engineering

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Participate in Skills USA competitions

Work-Based Learning Activities

- Intern at an engineering firm
- Shadow a machinist

Industry-Based Certifications

- ^Autodesk Associate (Certified User) AutoCAD
- Autodesk Associate (Certified User) & Professional Fusion 360
- Autodesk Associate (Certified User) & Professional Inventor for Mechanical Design
- Autodesk Associate (Certified User) & Professional Revit Architecture
- Autodesk Associate (Certified User) & Professional Revit for Electrical
- Autodesk Associate (Certified User) & Professional Revit for Structural Design
- ^Autodesk Certified Professional in AutoCAD-Design & Drafting
- Autodesk Certified Professional in Civil 3D-Infrastructure Design
- Autodesk Certified Professional in Revit for Architectural Design
- Autodesk Certified User & Professional in Inventor
- C-103 Certified Industry 4.0 Associate - Robot System Operations
- Engineering Technology Foundations
- Lean Six Sigma Green Belt Certification
- Pre-Engineering/Engineering Technology - Job Ready
- Certified SOLIDWORKS Associate (CSWA) - Electrical
- ^Certified SOLIDWORKS Associate (CSWA) - Academic
- Certified SOLIDWORKS Associate (CSWA) - Mechanical Design
- Certified SOLIDWORKS Associate (CSWA) - Simulation
- Certified SOLIDWORKS Associate (CSWA) - Sustainability
- Certified SOLIDWORKS Professional (CSWP) - Model Based Definition
- Certified SOLIDWORKS Professional (CSWP) - Academic
- Certified SOLIDWORKS Professional (CSWP) - Simulation
- Certified SOLIDWORKS Professional (CSWP) - Mechanical Design
- Certified SOLIDWORKS Associate Professional (CSWP) -- Drawing Tools

- ^Certified SOLIDWORKS Associate*

^Offered at Donna ISD

*IBC sunseting 8/31/24

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	\$110,843	481	9%
Industrial Engineers	\$97,074	1,263	10%
Mechanical Engineers	\$91,107	1,535	11%
Chemical Engineers	\$112,819	474	9%
Electrical Engineers	\$98,405	1,137	105

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised – August 2022

Engineering Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Applied Engineering	13036200 (1 credit)	None	None
*Introduction to Engineering Design (PLTW)	N1303742 (1 credit)	None	None
*Engineering Essentials (PLTW)	N1303760 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Manufacturing Engineering Technology I	13032900 (1 credit)	None	None
Digital Electronics	13037600 (1 credit)	Algebra I and Geometry	None
*Engineering Science	13037500 (1 credit)	Algebra I, Biology, Chemistry and either Integrated Physics (IPC) or Physics	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Engineering Design and Development (PLTW)	N1303749 (1 credit)	None	None
*Engineering Design and Presentation I	13036500 (1 credit)	Algebra I	None
*Computer Integrated Manufacturing (PLTW)	N1303748 (1 credit)	None	None
*Aerospace Engineering (PLTW)	N1303745 (1 credit)	None	None
*Civil Engineering & Architecture (PLTW)	N1303747 (1 credit)	None	None
*Environmental Sustainability (PLTW)	N1303746 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Engineering Design & Problem Solving	13037300 (1 credit)	Algebra I and Geometry	None
*Engineering Design and Presentation II	13036600 (2 credits)	Algebra I and Geometry	None
*Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credits) 13037405 (3 credits) 13037410 (2 credits) 13037415 (2 credits)	Algebra I and Geometry	None
Scientific Research & Design	13037200 (1 credit)	Biology, Chemistry and either Integrated Physics (IPC) or Physics	None

*Not Currently Offered at Donna ISD

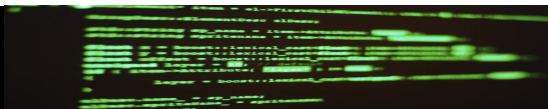
FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING AND MATH CAREER CLUSTER,
PLEASE CONTACT: CTE@tea.texas.gov OR VISIT <https://tea.texas.gov/cte>

The Public Notification of Nondiscrimination can be found in our Donna ISD's CTE webpage
at <https://tx50000621.schoolwires.net/Domain/76>

Science, Technology, Engineering, and Mathematics Career Cluster

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Programming and Software Development Statewide Program of Study



The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

Secondary Courses for High School Credit

Level 1

- Fundamentals of Computer Science

Level 2

- Computer Science I

Level 3

- AP Computer Science A, MATH
- AP Computer Science A, LOTE
- Computer Science II

Level 4

- Computer Science III
- Practicum in Information Technology
- Practicum in Science, Technology, Engineering, and Mathematics

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities

- Join TSA
- Participate in a coding club at school

Work-Based Learning Activities

- Obtain a programming IBC

Industry-Based Certifications

- Apple App Development with Swift
- C++ Certified Associate Programmer
- Certified Entry-Level Python Programmer (PCEP)
- Certified Professional Programmer
- Certified User Programmer
- CompTIA Unix+
- CodeHS Python Level 1 Certification
- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript
- Microsoft Azure AI Fundamentals
- Microsoft Azure Data Fundamentals
- Oracle Certified Associate Java SE 8 Programmer
- Oracle Database SQL Certified Associate



Postsecondary Opportunities

Associates Degrees

- Computer Programming/Programmer General
- Computer Software Engineer
- Computer Science
- Certified Software Analyst

Bachelor's Degrees

- Management Information Systems, General
- Computer Software Engineer
- Computer Science
- Information Science/ Studies

Master's, Doctoral, and Professional Degrees

- Computer Software Engineer
- Computer Science
- Information Science/ Studies

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Software Developer, Systems Software	\$103,334	2,985	25%
Software Developers, Application	\$104,499	6,311	30%
Computer Programmers	\$79,893	1,454	9%

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry endorsement and STEM endorsement if the math and science requirements are met. Revised – August 2022

Programming and Software Development

Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Fundamentals of Computer Science	03580140 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Advanced Cloud Computing	N1302813 (1 credit)	None	None
*AP Computer Science Principles	A3580300 (1 credit)	None	None
*Computer Science I	03580200 (1 credit)	None	Algebra I
*Game Programming and Design	03580380 (1 credit)	Algebra I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
*Introduction to C# Programming Applications	N1302812 (1 credit)	None	None
AP Computer Science A, MATH, LOTE	A3580110 (1 credit) A3580120 (1 credit)	None	None
*Mobile Application Development	03580390 (1 credit)	Algebra I	None
*Computer Science II	03580300 (1 credit)	Algebra I, Computer Science I, or Fundamentals of Computer Science	None
*IB Computer Science Standard Level	I3580200 (2 credits)	None	None
*Discrete Mathematics for Computer Science	03580370 (1 credit)	Algebra I	None
*Advanced Cloud Computing	N1302813 (1 credit)	None	None

Level 4

Course Name	Service ID	PREREQUISITES	COREQUISITES
*Computer Science III	03580350 (1 credit)	Computer Science II, AP Computer Science A	None
*IB Computer Science Higher Level, MATH, LOTE	I3580320 (1 credit) I3580310 (1 credit)	None	None
*Practicum in Information Technology	13028000 (2 credits) 13028005 (3 credits) 13028010 (2 credits) 13028015 (3 credits)	Two high school Information Technology courses	None

See next page for additional Level 4 courses

Programming and Software Development

Course Information

Level 4 Continued

Course Name	Service ID	PREREQUISITES	COREQUISITES
*Practicum in Audio/Video Production	13008700 (2 credits) 13008705 (3 credits) 13008710 (2 credits) 13008715 (3 credits)	Audio/Video Production II Lab	None
*Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credits) 13037405 (3 credits) 13037410 (2 credits) 13037415 (3 credits)	Algebra I and Geometry	None
*Practicum in Entrepreneurship	N1303425 (2 credits)	None	None
*Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	None
*Independent Study in Technology Applications	03580900 (1 credit)	None	None
*Independent Study in Evolving/Emerging Technologies	03581500 (1 credit)	None	None

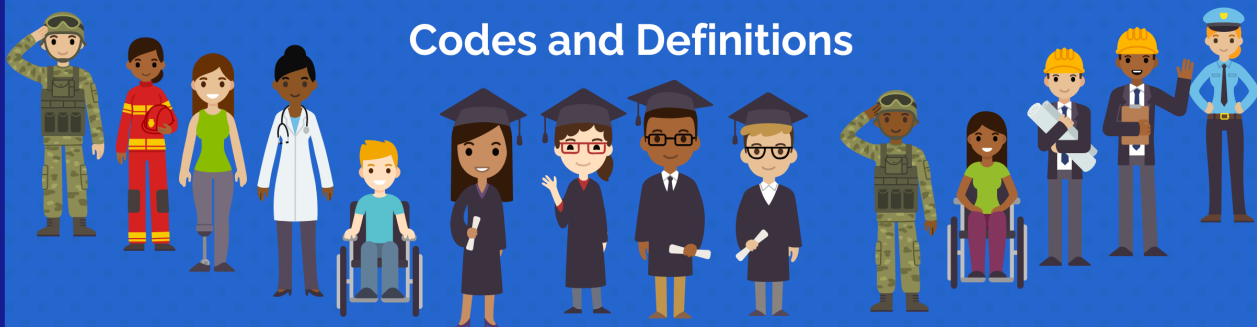
*Not Currently Offered at Donna ISD

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Texas CTE Indicator Autocoding

Codes and Definitions



Not CTE

Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.



CTE Participants

Code 5 (CTE Participant): A student completing EITHER: Only one CTE course for any number of credits; OR More than one course for less than two credits where a CTE course is defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).



CTE Explorers

Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).



CTE Explorers*

***Code E (CTE Explorer):** A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.



CTE Concentrators

Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.



CTE Completers

Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.

*Regional programs of study are approved in ESC geographic regions where there is specialized regional labor market demand for specific occupations. Students concentrating (code 6) and/or completing (code 7) a program of study outside of approved geographic ESC regions are assigned a code E (Explorer).

CTE Dual Credit Crosswalk

HS Course	HS Course Code	HS Service ID	STC Course	STC Course Description	College Credit Hours Earned
Intro to Welding CC- (S1) 11th - Fall only	CCM2250	13032250	WLDG 1327	Welding Codes & Standards	3
Welding I CC 11th-Fall Semester 1	CCM2300	13032300	WLDG 1317	Intro. to Layout & Fabrication	3
Welding I CC 11th-Spring Semester 2	CCM2300	13032300	WLDG 1428	Intro. to Shielded Metal Arc Welding (SMAW)	4
Intro to Welding CC- (S2) 11th- (AM) Summer I	CCM2250	13032250	WLDG 1430	Intro. to Gas Metal Arc Welding (GMAW)	4
Welding II CC (S1) 11th - (PM) Summer 1	CCM2400	13032400	WLDG 1312	Intro. to Flux Cored Arc Welding (FCAW)	3
Welding II CC (S2) 11th - (AM) Summer III	CCM2400	13032400	WLDG 1434	Intro. to Gas Tungsten Arc Welding (GTAW)	4
Practicum in Manufacturing CC 12th – Fall Semester 1	CCM3000	13033000	WLDG 1453	Intermediate Layout & Fabrication	4
Practicum in Manufacturing CC 12th – Spring Semester 2	CCM3000	13033000	WLDG 1457	Intermediate Shielded Metal Arc Welding (SMAW)	4
Total College Hours					29

Postsecondary Options-Welding Technology

Combination Welding Certificate (Structural Welding Certificate Plus 3 Additional STC Welding Courses)		
STC Course	STC Course Description	College Credit Hours
WLDG 2451	Advanced Gas Tungsten Arc Welding (GTAW)	4
WLDG 2406	Intermediate Pipe Welding	4
WLDG 2413	Capstone: Intermediate Welding Using Multiple Processes	4
	Total Credit Hours (Structural Welding Certificate plus 12 additional college credit hours)	41

Welding Associate of Applied Science 60 College Credit Hours		
STC Course	STC Course Description	College Credit Hours
ENGL 1301	*Composition I	3
ARTS 1301	*Humanities Elective	3
MATH 1414	*Math Elective	3
HIST 1301 or ECON 2301 or HIST 2327 or GOVT 2304 or PSYC 2301	*Social and Behavioral Science Elective	3
	*Speech Elective	3
	*Courses offered at Donna ISD High Schools/Can be taken in High School while earning the Structural Welding Certificate	
WLDG 2435	Advanced Layout and Fabrication	4
	Total Credit Hours (Combination Welding Certificate plus 19 additional college credit hours)	60

CTE Courses for High School Core Credit

ENGLISH

Business English



Applied Math for Tech. Professionals

*Accounting II

*AP Computer Science-Math

Discrete Mathematics for Computer Science

Engineering Math

*Financial Mathematics

Mathematical Applications in Agriculture,

Food & Natural Resources

*Mathematics for Medical Professionals

Manufacturing Engineering Tech II

*Robotics II

Statistics & Decision Making

SCIENCE

Principles of Technology

*Advanced Animal Science

*Advanced Plant & Soil Science

*Anatomy & Physiology

Biotechnology I, II

*Engineering Design & Problem Solving

Engineering Science

Food Science

*Forensics Science

*Medical Microbiology

*Pathophysiology

Principles of Technology

Scientific Research and Design I, II, III



Electives/CTE Credit (Non-Core)

*Floral Design (Fine Arts) - 1 credit

Digital Arts and Animation (Fine Arts) - 1 credit

3D Modeling and Animation (Fine Arts) - 1 credit

*Professional Communications (Speech) – ½ credit

*AP Computer Science-LOTE – 1 credit



*Offered at Donna ISD/Not Available at both high schools

CTE Clubs and Organizations

Students are encouraged to be active members in clubs and Career & Technical Student Organizations. CTSOs give students an opportunity to acquire and demonstrate skills and abilities related to their chosen careers.

Business Professionals of America (BPA)

www.texasbpa.com

Business Professionals of America (BPA) is a regional, state, and national organization. BPA is for students pursuing the Business and Industry endorsement with a career cluster in Business, Marketing, & Finance and/or Information Technology. BPA students might be interested in pursuing a possible career in Business Management and Administration, Office Administration, and Information Technology or a related career. BPA offers students opportunities to compete in cocurricular activities that support business and information technology education.



Distributive Education Clubs of America (DECA)

www.texasdeca.org

DECA prepares emerging leaders for careers in marketing, finance, hospitality, management, and entrepreneurship in high schools and colleges around the globe. DECA offers students opportunities to compete in cocurricular activities to practice and enhance their leadership skills, consensus building, and project management.



Texas Future Business Leaders of America

<https://fblatx.org/>

FBLA aims to prepare students of all levels for their futures, whether they choose a career in anything from business to teaching. Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.



CTE Clubs and Organizations

Future Farmers of America (FFA)

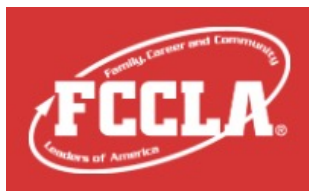
www.texasffa.org

Future Farmers of America (FFA) is a local, state, and national organization. FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success. FFA offers students opportunities to compete in co-curricular activities that support agricultural, food and natural resources education.



Family, Career and Community Leaders of America (FCCLA) <https://www.texasfccla.org/>

FCCLA is a national Career and Technical Student Organization (CTSO) for students in Family and Consumer Sciences (FCS) education in public and private school through grade 12. FCCLA offers intra-curricular resources and opportunities for students to pursue careers that support families.



Health Occupations Students of America (HOSA)

www.texashosa.org

HOSA is a co-curricular organization that provides students with the opportunity to compete at the regional, state, national, and international levels in the health science related field. HOSA empowers students to develop leadership and HOSA technical skills competencies as part of the Health Science Education instructional program. Students interested in the health science field are encouraged to become active members of HOSA.



CTE Clubs and Organizations

FIRST Robotics Club

<https://www.firstinspires.org>

Students interested in careers in the engineering field are encouraged to be active members of the Robotics Club. Students explore engineering and robotics through hands-on activities and participate in area competitions. The Robotics Club promotes skills learning in science, technology, engineering and mathematics. For Inspiration and Recognition of Science and Technology is an international youth organization that operates the FIRST Robotics Competition, FIRST LEGO League Challenge, FIRST LEGO League Explore, FIRST LEGO League Discover, and FIRST Tech Challenge competitions.



Skills USA/Skills USA Texas

www.skillsusa.org

www.skillsusatx.org

Skills USA is a partnership organization supported by teachers, students, and industry to support students to ensure that America has a skilled workforce. Skills USA develops leadership, positive attitude, pride and workmanship in students. Skills USA prepares students through employment by introducing them to corporate quality culture. Students compete in leadership and technical skills and engineering. Students compete at the regional, state, and national levels.



Texas Association of Future Educators (TAFE)

www.online.org

Texas Association of Future Educators (TAFE pronounced Taffy) is a statewide co-curricular organization to support students who are interested in exploring the teaching profession. TAFE is sponsored by the Texas Association of Secondary School Principals and its board is made up of students, teachers, and principals. TAFE is a state affiliate of Educators Rising and students must have membership in Educators Rising in order to compete at the regional, state and national levels. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service, and leadership skills.



TAFE

Texas Association of Future Educators

CTE Clubs and Organizations

The Technology Student Association

www.texastsa.org

TSA is a national association of students engaged in STEM and the arts. Our membership is over 250,000 students strong spanning 48 U.S. states and includes high school and middle school students. Our organization is actively supported by educators, parents, business leaders and alumni! The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs.



Texas Public Service Association (TPSA)

www.tpsa.org

Texas Public Service Association (TPSA) is a co-curricular student organization in Texas that provides students with knowledge, skills, leadership and student growth through real life career preparation, experience, and training through competitions. Students compete at the regional and state level in the following career areas: Law Enforcement, Courts, Fire, Forensics Science, Corrections and Security. Its focus is to extend the knowledge of students in the Law and Public Service career cluster.



Texas Public Service Teacher Association (TXPSTA)

www.txpsta.org

TPSA is committed to the Educating of Students/Cadets through the development and delivery of high-quality lecture and hands on training.



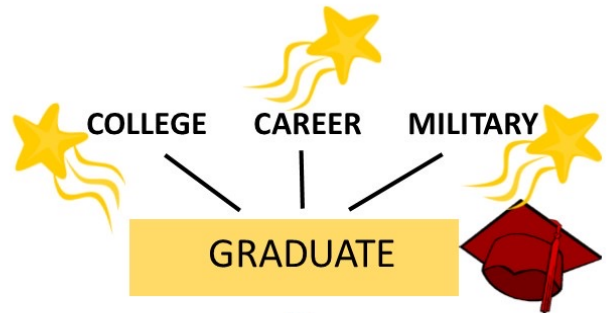
The National Technical Honor Society is an educational non-profit that exists to honor, recognize, and empower students and teachers in Career & Technical Education. As the honor society for Career & Technical Education, NTHS serves over 100,000 active members annually in both secondary and postsecondary chapters across country. NTHS honors the achievements of top CTE students, provides scholarships annually, and strives to help connect education and industry to build a highly skilled workforce.



Pathway to Graduation



DONNA
INDEPENDENT SCHOOL DISTRICT



PATHWAY to **GRADUATION**

Finalize College, Career or Military Plans

Explore Options and Take
ACT/SAT/TSIA2/ASVAB Exams

Attend Classes & Earn Credits

Confirm High School Schedule

Select Endorsement and
Program of Study

ARTS & HUMANITIES	
BUSINESS & INDUSTRY	
PUBLIC SERVICE	
MULTIDISCIPLINARY STUDIES	
STEM	

Know Your
Graduation
Requirements

Review Endorsements

Research Careers

Take Career Assessment



**Your
Career
Starts Here**

Resources

CTE Resources:

TX CTE Resource Site

www.txcte.org

College and Career Planning Resources

www.texasonlinecourse.org

Career Assessments:

Career Coach

<https://wfsolutions.emsicc.com>

Career One Stop

[questions.aspx](https://www.careeronestop.org/Toolkit/Careers/interest-assessment-questions.aspx)

[https://www.careeronestop.org/Toolkit/Careers/interest-assessment-](https://www.careeronestop.org/Toolkit/Careers/interest-assessment-questions.aspx)

Career Exploration:

Career, College Search and Financial Aid Information

www.everychanceeverytexan.org

Career Exploration

<https://www.onetonline.org/>

Career Options

<https://mynextmove.org/>

Texas Career Check/Exploration

www.texascareercheck.com

College Options, Exploration, and Application:

Apply Texas

www.applytexas.org

College for All Texans

www.collegeforalltexas.com

College Planning & Preparation Resources

www.collegeboard.org

General Information on SAT and ACT

www.collegeboard.org and www.act.org

GenTX (Generation Texas)

www.gentx.org

Listing of Universities in the U.S.

<https://university.graduateshotline.com>

Financial Aid and Future Exploration:

FAFSA (Free Application for Federal Student Aid)

www.fafsa.ed.gov

Texas Internship Challenge

www.txinternshipchallenge.com

Texas Reality Check

www.texasrealitycheck.com

Fastweb

www.fastweb.com

Labor Market and Career Information:

Labor Market and Career Information

www.lmci.state.tx.us

Occupational Outlook Handbook

<https://www.bls.gov/ooh>

Texas CREWS (TX Consumer Resources for Education
and Workforce Statistics)

<http://board.theccb.state.tx.us/apps/txcrews/>

Texas Wages and Employment Projection

www.texaswages.com

Military Awareness:

ASVAB

www.asvabprogram.com

ARMY Resource/Test Prep Site

www.march2success.com

Careers in the Military

www.careersinthemilitary.com

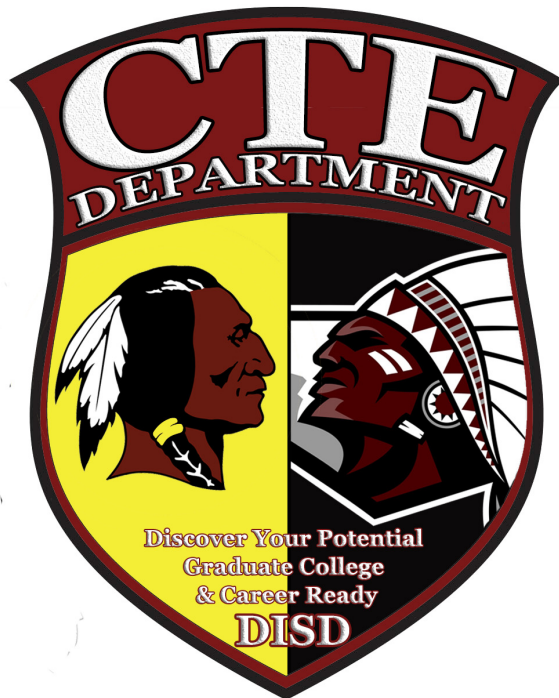
Explore the Branches of the Military

<http://www.todayismilitary.com>

Connecting Industry to Classrooms

www.nepriis.com

Educators and students can connect with industry professionals, virtually, bringing real-world relevance and career exposure to students. Live chats with professionals and prerecorded video presentations are available.



FOR MORE INFORMATION, CONTACT THE CTE DEPARTMENT AT DONNA ISD.

116 N. 10th Street

Donna, TX 78537

(956) 464-1600

LEA Program Plan Documentation (If Embedding in the DIP)

Upon accepting Title I, Part A funds, the LEA accepts and assures compliance with the ESSA Program-Specific Provisions and Assurances. Within the Provisions and Assurances, an LEA will find the requirements below related to the Title I, Part A Program Plan.

Although District Improvement Plans are required by the Texas Education Code (TEC) 11.252, they are not the same as the Local Education Agency (LEA) Plans required under ESSA. The LEA, however, can embed the requirements of the LEA Program Plan in the District Improvement Plan.

If your LEA is embedding the LEA Program Plan in the District Improvement Plan, use this document to appropriately identify each required element within your DIP to assure each descriptor of the LEA has been addressed as appropriate.

LEA _____ **School Year** _____

Title I, Part A LEA Program Plan can be found _____

The LEA ensures the Title I, Part A LEA Program Plan has the following:

LEA Program Plan Requirements:	DIP page #	Notes
The LEA Program plan is developed with timely and meaningful consultation to include [Section 1112(a)(1)(A)] -		
<input type="checkbox"/> Teachers, <input type="checkbox"/> Principals, <input type="checkbox"/> Other school leaders, <input type="checkbox"/> Paraprofessionals, <input type="checkbox"/> Specialized instructional support personnel, <input type="checkbox"/> Charter school leaders (in an LEA that has in-district charter school) <input type="checkbox"/> Administrators (including who manage the Title I, Part C and Title I, Part D programs), <input type="checkbox"/> Other appropriate school personnel, and <input type="checkbox"/> Parents of children served under Title I, Part A		
Is coordinated with other ESEA programs [Section 1112(a)(1)(B)] -		
<input type="checkbox"/> Individuals with Disabilities Education Act (IDEA), <input type="checkbox"/> Rehabilitation Act of 1973, <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act of 2006 <input type="checkbox"/> Workforce Innovation and Opportunity Act, <input type="checkbox"/> Head Start Act, <input type="checkbox"/> McKinney-Vento Homeless Assistance Act, <input type="checkbox"/> Adult Education and Family Literacy Act, and <input type="checkbox"/> Other Acts as appropriate		
Is planned so that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards [Section 1112(a)(3)(B)]		
Is periodically reviewed and revised as necessary [Section 1112(a)(5)]		

LEA Program Plan Documentation (If Embedding in the DIP)

LEA Program Plan Requirements	DIP page #	Notes
The LEA Program Plan describes the following 13 required descriptions: [Section 1112(b)] -		
<input type="checkbox"/> How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112 (b) (1)] <input type="checkbox"/> Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; <input type="checkbox"/> Identifying students who may be at risk for academic failure; <input type="checkbox"/> Providing additional educational assistance to individual students the LEA or school determines needs help in meeting the challenging State academic standards; and <input type="checkbox"/> Identifying and implementing instructional instruction and other strategies intended to strengthen academic programs and improve school conditions for student learning		
<input type="checkbox"/> How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers [Section 1112(b)(2)]		
<input type="checkbox"/> How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111 (d)(1) and (2); [Section 1112(b)(3)]		
<input type="checkbox"/> The poverty criteria used to select school attendance areas under Section 1113 [Section 1112(b)(4)]		
<input type="checkbox"/> The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]		
<input type="checkbox"/> The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Assistance Act [Section 1112(b)(6)]		

LEA Program Plan Documentation (If Embedding in the DIP)

LEA Program Plan Requirements	DIP page #	Notes
The LEA Program Plan describes the following 13 required descriptions: [Section 1112(b)] -		
<input type="checkbox"/> The strategies the LEA will use to implement effective parent and family engagement under Section 1116; [Section 1112(b)(7)]		
<input type="checkbox"/> If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]		
<input type="checkbox"/> How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]		
<input type="checkbox"/> How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] <input type="checkbox"/> Coordination with institutions of higher education, employers, and other local partners; and <input type="checkbox"/> Increased student access to early college high school, dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills		
<input type="checkbox"/> How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [Section 1112(b)(11)]		
<input type="checkbox"/> If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] <input type="checkbox"/> Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and <input type="checkbox"/> Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and		

LEA Program Plan Documentation (If Embedding in the DIP)

LEA Program Plan Requirements	DIP page #	Notes
The LEA Program Plan describes the following 13 required descriptions: [Section 1112(b)] -		
<input type="checkbox"/> Any other information on how the LEA proposed to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] <input type="checkbox"/> Assist schools in identifying and serving gifted and talented students; and <input type="checkbox"/> Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement		

LEA Program Plan Documentation (If Embedding in the DIP)

LEA Program Plan Requirements	DIP page #	Notes
The LEA Program Plan includes the following LEA Assurances [Section 1112(c)(1-7)] —		
<input type="checkbox"/> Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].		
<input type="checkbox"/> Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].		
<input type="checkbox"/> Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].		
<input type="checkbox"/> Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].		
<input type="checkbox"/> Collaborate with State or local child welfare agency to [Section 1112(c)(5)]— <ul style="list-style-type: none"> <input type="checkbox"/> Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and <input type="checkbox"/> Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.) <input type="checkbox"/> Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)]. <input type="checkbox"/> For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)]. 		

LEA Program Plan Documentation (If Embedding in the DIP)

Parents Right-To-Know	DIP page #	Notes
Provide services to eligible children attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].		
Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].		
Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].		

For more information, please contact your Regional ESC Title I, Part A contact or TEA Federal Program Compliance Division at ESSASupport@tea.texas.gov