Donna Independent School District

Donna Early College High School

2021-2022 Campus Improvement Plan

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List the sources your campus or department actually drew from.

School Report Cards/EOC Score Reports/TELPAS Results
PEIMS Fall Snapshot Data

TEAMS Attendance/Enrollment Reports; Graduation/completion rates

Focus Questions

What do enrollment numbers indicate? DECHS is in it's planning year this 2019-2020 school year. Because we have not been in operation a full year, we cannot report student enrollmet. However, student recruitment numbers indicate that there is an interest for students to earn up to 60 college credit hours or an Asscociate Degree as they earn their high school diploma simultaneously. Despite the difficulties in face-to-face recruitment efforts posed by Covid- 19, 109 of the 12 cap were recruited for the 2020-2021 school year. Based on latest TEA Texas Academic Performance Report (TAPR), there were 1,300 9th graders enrolled in the district. For the purpose of looking at existing data, I've looked at one of the traditional high schools (Donna High School) as an example. There were 2,046 students enrolled: 90.32% labeled ED, 29.62% ELL, and 73.46% At-Risk.

Donna Early College High School demographics (based on students' intent to enroll) is as follows:

72 (66%) At-Risk; 95 (87%) ED; 42 (39%) LEP; 42 GT (39%); 4 SpED (3.7%); 4 Migrant (3.7%)

What is the breakdown by ethnicity, gender, or other category?
Gender: Male= 44 (40.4%); Female= 65 (60.6%)
Am. Indian/Alaskan: 0.0% (0)
Hispanic: 100% (109)
African American: 0.0% (0)
White: 0.0% (0)
Asian: 0.0% (0)
3. How has the enrollment changed over the past three years?

N/A- TEA Planning Year

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

72 (66%) At-Risk; 95 (87%) ED; 42 (39%) LEP; 42 GT (39%); 4 SpED (3.7%); 4 Migrant (3.7%)
5.What is the data for special programs over time?

N/A

But trends in sister high schools show that there has been increase in students receiving Special Education services, while CT, GT, and ELL numbers have decreased. Based on Spring 2018 STAAR EOC (2019 not available) score reports, scores for Special Education students have increased for English I, English II, Biology, and US History while scores on the Algebra State Assessment have remained constant from the prior year administration. Scores for ELL students have increased for English I, English II, and Biology, while their scores on the Algebra and US

History state assessment have decreased from the prior year administration.

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

N/A

Will monitor student groups, specifically to see if students are not exited from the program priorto graduation.
In our traditional high school, students who exit special programs are very few.
Various reasons students have exited include change of endorsement, career/personal interests evolve, pass/fail EOC Assessments/TELPAS or other diagnostic indicators that determine admission/exit from special programs.
7. Who are our at-risk students? What is their at-risk category?

Based on the 109 students who have been recruited and intend to enroll in the fall of 2020, 72 (66%) are considered At-Risk of dropping out of high school.
AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensary and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.
A student at-risk of dropping out of school includes each student who is under 21 years of age and who:
is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
was not advanced from one grade level to the next for one or more school years;
did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
is pregnant or is a parent;
has been placed in a alternative education program in accordance with TEC §37.006 during the preceding or current school year;
Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
is currently on parole, probation, deferred prosecution, or other conditional release;
was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
is a student of limited English Proficiency, as defined by TEC §29.052;

is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Low income students along with minorities.

8. Who are our Migrant students?

Based on the 109 students who have been recruited and intend to enroll in the fall of 2020, 4 students have been identified as Migrant students. A migrant student is a child between 3 and 21 years of age who is, or whose parents, spouse, or guardian is , a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or to accompany such parent, spouse or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one district to another.

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

N/A- Will monitor student groups, specifically to identify moblity trends.

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

Low income areas

Students come from neighboring school districts, zoned rural subdivisions, colonias, and within city limits.

11. What are the staff demographics?

N/A- Staff has still not been hired.

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

N/A- Planning Year

Demographics Strengths

1. Stong partnership with South Texas College to implement the early college model.

2. Afford students the opportunity to begin taking college courses as early as 9th grade, tuition-free.

3. High percentage of Hispanic, At-Risk, and Economically-Disadvantaged students enrolled in college courses and AP Courses.

4. Access to the college facilities and resources

5. Personalized student advisement

6. Teachers highly qualified to teach in their content area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TSI scores need to be improved so that students may begin taking college courses as early as 9th grade. **Root Cause:** No spiraling of TSI curricula into content area to improve TSI index scores.

Problem Statement 2: : Target population*(who have failed 8th grade STAAR math and English)are under prepared for accelerated instruction received immediately at the DECHS. **Root Cause:** Students entering 9th grade are not TSI college-ready.

Student Achievement

Student Achievement Summary

Data Sources

State Assessment Data

TELPAS and AMAO Results

SAT/ACT/PSAT Results

Advanced Course/Dual Enrollment Data

Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures

School Report Card

Texas Success Initiative (TSI) Data

Course/Class Grades

Graduation, Completion, Dropout, and GED Rates; Diploma Types

Promotion/Retention Rates

Classroom and Program Assessments and Other Data

Student Work

Data Sources Reviewed
List the sources your campus or department actually drew from.

- EOC/TELPAS Results
- DHS School Report Card
- Promotion/retention data
- Graduation, Completion, Dropout/Leaver data
- Student Grades & Classwork
- ACT,PSAT/SAT,TSI results
- College Readiness Indicators
- SAT/ACT Standardized Test Results
- AWARE

Focus Questions

1. How is student achievement data disaggregated?

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

2. How does student achievement data compare from one data source to another? (STAAR v. TELPAS v. AYP v. Grades v. Standardized Testing v. Graduation Rate, etc.)

Benchmark results, bundle exams, and STAAR EOC results are showing an increase as the year progresses.Aware offers accurate data

every Six Weeks and is at the teacher's disposal on a daily basis. The Principal's presentations are in depth, and instructional action plans are detailed.
- The data varies in content subject area, and in the standards that are set for student achievement.

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

Data indicates the progress of students from socioeconomic status, LEP, Special Populations, and At Risk.

This indicates that the district is analyzing different student needs, and is making a positive effort to help the different types of students succeed.

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

- We are maintaining growth with respect to the general population.
- LEP scores are increasing in English and US History. Graduation rate is showing growth due to changes in graduation requirements and IGC. DHS is showing growth in English I and English II STAAR percentage passing, and has far surpassed others in the area of US History.
- Student growth can be seen in STAAR persuasive and expository writings. Student portfolios are utilized to demonstrate growth from 1 to 5%.
- We are showing growth in Mathematics and Science. Our STAAR benchmark scores showed improvements from last year to the current year.

5. **Which students are making progress? Why?**

- All student populations are making progress because instructors are utilizing data desegregation and accountability. Many programs, like the Ambassadors, target students at the 9th grade level, which serves as a mentorship program. Diverse Learners, LEP students, and At-Risk students are all making progress, even if at times minimal. Accommodations are utilized to assist students.
- Our socioeconomic status students are making progress because of the technological and academic opportunities provided through Donna ISD.

6. **What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?**

- Intervention strategies and various programs have promoted student achievement and progress can be seen.
- The Edmentum credit recovery program is helping students, in particular migrant students and failing seniors. Students attending weekly subject tutorials (Monday-English, Tuesday-Math, etc.) are receiving the assistance necessary to make gains both as course credit and STAAR scores. The mainstreaming of Diverse Learners and RTI have a positive impact on dedicated special education/504/RTI students, but low reading levels remain. There is an overall positive impact on all student groups. The "Be the Change Program", Ambassadors, NHS tutorials, and after school tutorials improve grades and attendance. The intervention programs that are benefiting our Special Education population are inclusion, Kagan, and heterogeneous groups. It provides a more one to one structure as well as allows for peer tutoring.
- Inclusive intervention has a positive impact on student achievement for Special Education populations.

7. **What does the longitudinal student achievement data indicate?**

- Data indicates progress is ongoing, and there is positive growth towards campus goals.
- Benchmark data shows that students are mastering the TEKS being tested and the passing scores are increasing yearly. Students with good support systems do well as compared with students without. There was decrease in English I from 56% to 44%; an increase in English II from 50% to 52%; Algebra decreased from 86% to 79%, Biology slightly increased 84% to 85%, and US History decreased from 96% to 92%.
- Students who did not previously pass the STAAR test have passed the STAAR this year as a result of Math 9, Math 10, Math 11 classes.

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

- Data reflects the students' progress and mastery as well as areas which need improvement.
- All core areas show improvement across the board based on Benchmark data. US History continues to surpass other subject areas in EOC scores as is the trend across the state. English and Algebra scores tend to be lower as compared to Biology and US History.
- The data reflects individual student growth.
- Content areas are improving with the implementation of various programs such as TSTEM.

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

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

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

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

Student Achievement Strengths

1. Solid data monitoring system

2. Academic UIL extends classroom learning and promotes higher order thinking skills.

3. Students are mastering the US History STAAR EOC exam.

4. Interventions for students with needs

5. AWARE/Eduphoria helps teachers obtain data fast and generate reports to determine gains or losses.

6. Programs such as "Be the Change", Ambassadors, tutorials, and others that target student groups and provide students with the opportunities to expand what they've learned.

7. Graduation rates are increasing.

8. Curriculum

9. ACT Bellringers (testing)

10. Collaboration/team planning

11. Abydos training

12. AP Exam participation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special populations including LEP, SPED, and MIGRANT perform below the general population. **Root Cause:** Gaps exist with reading levels of incoming high school students.

Problem Statement 2: STAAR EOC scores in the area of English I and English II continue to be the lowest **Root Cause:** Additional resources are needed, and there is not sufficient time within each bundle to adequately teach the required TEKS.

Problem Statement 3: Teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause:** Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.

School Culture and Climate

School Culture and Climate Summary

Data Sources

·   Surveys

·   Questionnaires

·   Focus Groups

·   Interviews

·   Feedback Data

·   Classroom and School Walkthrough Data

·   Parent Conferences, Meetings, etc./ Student & Staff Monthly Calendars

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Focus groups, Parent and Staff Interactions

- Staff and student random samplings from department/staff and students.

  Feedback Data

  Meetings, Agendas, Sign-ins

Focus Questions

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

There is great Redskin pride visible throughout and amongst all students. There is a great sense of community within the school. Some students feel overwhelmed with bundle testing and too many trailer courses. As for the staff, many staff members have favorable opinions of the school climate. Despite the negative outsider perception of the district, staff morale is boosted by the fact that DHS has increased exam scores and we have strong collegial support. Students, however, feel that most adults in the school seem to be caring and understanding. The staff took extra time before weekends to caution students about becoming involved in dangerous activities. Other students reported about meetings with counselors who provided help to those students who might have been expelled from school without the assistance. Freshmen students indicated that the Ambassador program helped them understand various things from upperclassmen to help make their first year at DHS a smooth transition. Other students also indicated that the 7 Habits which were implemented during Advisory assisted with decision making for them.

Students describe the school climate as welcoming, supporting, and encouraging with a sense of belonging, safety, and personalized instruction; staff feels the same.

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

Students are continuously motivated to "Be the change" and succeed in a variety of programs at DHS: the Ambassadors Program, UIL Academics, UIL Athletics, UIL Music, Gear UP, AVID, and mentoring programs. Other evidence is the high graduation rate and low dropout rate. Also, in Academics and Career and Technology, there is a great strive for student achievement. Other evidence includes college ready objectives, relevant lessons, and student performance. On the other hand, some staff feel we need to create a campus vision that needs to be shared with students and staff weekly during the announcements.

Staff is aligned by encouraging students to participate in programs such as AP courses, STEM program, dual enrollment, and the OnRamps program. The students are slowly coming around to this idea and vision, but it takes time.

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

- Staff model respect and proper attitude in the classroom toward students. We also give a sense of belonging to each student. Students try to demonstrate proper behavior and attitudes by maintaining grades, behavior, etc. They try to belong by participating in all campus activities and opportunities. Most students are very respectful and have a positive attitude towards the school and staff. It is only a small group of students who are constantly sent to the office with referrals. It is usually this same small group that will get in trouble, fail classes, and exhibit disrespect. Overall, because of the similarity between student and staff demographics, both parties tend to share similar values. That, along with the respect and pride, give a great sense of belonging.

- Students and staff share the same culture; therefore, they have mutual respect for each other.

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

Students with disciplinary issues tend to have academic struggles due to lack of motivation from their home environment. Data reflects that the students who are involved in extracurricular activities typically do have people in their lives to model good behavior, a family support system, and motivation toward academic success.

Data reflects that action is being taken for discipline (AC, Suspension, DAEP, etc), and that there is a better connection with teachers for continued education.

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

Here at Donna High School, students and staff do feel physically safe. We have thankfully not had many incidents over the past few years that have made us feel otherwise. Naturally, when a violent incident occurs at another school, fear levels rise amongst staff and students, and security is enhanced in response. Thanks to the upgrades such as the fence, staff feels even more secure. Also the the fence on the school perimeters makes the school safe and attractive.

Overall, it is a safe environment, but the school structure with may exits and entrances contribute to some insecurities when it comes to school safety.

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

As staff, we start addressing our expectations of our classrooms/areas and the consequences for violating these expectations on Day 1 of the school year. Beginning with freshmen orientation and registration for the rest of the school, expectations are constantly instilled in the students to understand the rules. More parental involvement is needed for support. On a daily basis, we reinforce proper behavior and academic integrity. The expectations of students involved in extracurricular activities are typically of a higher standard, and they are stated in club or organization constitutions or rules. Students believe as DHS graduates, they are ready to head to college or trade of their choice.

Students are aware of the high expectations to pursue a higher education, and the staff constantly reminds students about options, etc.

The expectations are high across the board and there are many AP classes and college courses available. The school also offers many extracurricular activities for students to be engaged.

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

Students who participate and are involved in extracurricular activities seem most satisfied. They also tend to have fewer attendance issues. This group includes students of Band, Athletics, AVID, CTE, Student Council, and students in advanced academic and dual enrollment courses.

Also, students who truly want to excel and students who have appropriate beliefs, values, attitude, and expectations tend to have better attendance and are satisfied with the school's culture and climate.

Students that participate and are involved in activities seem most satisfied. They tend to have fewer attendance issues.

8. **What does the data indicate regarding classroom management and organization?**

Our scores on EOC tests and Six Weeks Exams are improving, which directly correlates with classroom management, organization, and curriculum. Walkthroughs and observations indicate good management and organizations. Attendance and classroom achievement go hand in hand. More attendance means students are present to learn. Also if a teacher has appropriate classroom management and organization, this will result in less referrals, learning will be more conducive to student success and achievement, and overall will allow for administrators to be more vigilant in classrooms and hallways. Overall, DHS has many experienced teachers who generally have excellent classroom management and, in turn, achievement has improved.

9. **How does this compare to classroom student achievement data?**
Again, it directly correlates with classroom management, organization, and curriculum.

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

The data reflects that, more often than not, these students come from the homes that lack academic involvement, direction, and guidance. Therefore, these students may feel alone, which causes them to turn to gangs and dangerous lifestyles. We have counselors and LSSPs available. Overall, there is very little gang participation and those who are, are monitored daily. Students who are not academically motivated or nor involved in organizations tend to fall into this group, but the school provides assistance through LPC and if necessary, outside agencies. More disciplinary action is taken due to drugs than gangs, but good redirection of gang activity has reduced the issue. Drug education is provided every six weeks.

11. **What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?**
Typically, the students who are academically in the upper 50% are involved in extracurricular activities. These are usually the students who we know are responsible with their academic careers. They are highly motivated to improve their academic status in order to be a member of an extracurricular activity. These students tend to enroll in advanced academic classes and score higher than their peers.

Students who tend to be in extracurricular activities demonstrate a greater commitment to school and achieve higher grades.

Body language, appearance, and behavior are prime indicators. Students involved are more social and usually care more about school and grades due to the sense of belonging to a team and the UIL No Pass No Play rule. They are aware that being in extracurricular activities and clubs require them to keep their grades up, have good attendance, be on their best behavior, and to participate in community service. Due to all the requirements these students excel in student achievement rather than students not involved.

12. **What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate? To what degree does the district/school support the organization and how?**

The ongoing improvements have clearly had a positive impact on perception. Schools that engage in constant facility upgrades and maintenance make teachers, students, and staff feel good about their workplace and learning environment, thus leading towards success in the classroom. Some maintenance is still necessary but upkeep is constant.

One source of worry due to recent events at schools across the nation is the safety of the campus. Our campus has multiple points of entrances and exits which make it difficult to secure with fidelity. Other minor concerns of the staff include the presence of allergens and perhaps mold, and the fluctuation of classroom and hallway temperatures.

School Culture and Climate Strengths

1. Strong collegial support

2. Pride, Traditions, and Legacies

3. Students are continuously motivated by a variety of programs which help them gain self-confidence and assurance.

4. Students feel safe.

5. High graduation rate

6. Low dropout rate

7. School appearance and upkeep

8. Good environment for learning

9. Several programs aimed at helping students succeed such as AVID, Ambassadors, STEM, etc.

10. Student incentives are provided for student achievement.

11. Ambassador Program

12. Positive school climate

13. Closed Campus/ Raptor Station

14. Disciplinary Actions, suspensions, and DAEP placements

15. Student handbook

16. Community and family engagement

17. Administrator classroom walkthroughs

18. Parent contact

19. Data driven decision making

20. Classroom management

21. Climate surveys for staff

22. Extracurricular activities and clubs are available to all who are interested.

23. Interviews reflect that students are wanting to attend college and understand the importance of community service/involvement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Social and Emotional Learning is lacking. **Root Cause:** Lack of SEL curriculum, training and support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Data Sources

Teacher Certification/Qualification Data

Paraprofessional and Other Staff Qualifications

Staff Effectiveness in Relation to Student Achievement

TTESS and/or Other Staff Effectiveness Data

Staff Mobility/Stability

Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.

Professional Development Data

Teacher-Student Ratios

Graduation, Completion, Dropout, and GED rates

Course/Class Completions, Grades, and Other Data

Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

AEIS/ TAPR Report
Professional Development Data
Teacher Certification & Qualification Data

Focus Questions

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

- Teachers must be certified in their teaching field. Paraprofessionals must have a high school diploma and a required number of college hours.
- PPR and Content area certification are required of teachers.

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

- Teachers are "highly qualified", which means having a bachelor's degree and a certificate in the specific teaching field. Many teachers have a master's degree, and some have a doctorate. Teachers have been evaluated and meet evaluation requirements to have their contracts renewed.
- All teachers are highly qualified in content area; however, we did have a number of teachers as part of an alternative certification program still pending certification.

3. How are follow-up data regarding teacher performance provided to teachers?

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

4. How are we recruiting highly qualified and effective staff?

- To recruit highly qualified staff, the district advertises job openings and networks with the current staff and administration.

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

- According to data, 15.1% of teachers were veteran teachers with over 20 years of experience, 22.2% have 11-20 years of experience, and 25.4% have 6-10 years of experience, and 30.7% are first to fifth year teachers. Most teachers stay on staff at Donna High School for over 5 years.
- Attendance incentives have kept staff attendance at high rate.

6. How are highly effective staff assigned to work with the highest need students?

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

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

- Each teacher who is new to the profession receives a mentor to help through the process of assimilation into Donna High School. These new teachers are able to use their mentor teachers as a valuable resource throughout their first year in the profession.

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

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

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

- Teachers and staff attend staff development throughout the school year and summertime. Teachers have a core-area common planning period before school which allows teachers to collaborate and learn from one another. The core-area common planning is extremely valuable in the continuous improvement of teaching strategies and student achievement. Teachers also have an individual conference and planning period which gives them time to study and research, prepare strong lesson plans and activities, provide students with feedback on assignments, and meet with other staff or parents. The individual conference time is vital to the continuous improvement of Donna High School.

10. How are we using data to determine professional development for staff?

- Staff and teachers are surveyed to determine the areas of greatest need for professional development. These surveys guide administration to choose the best training opportunities.
- This campus is data driven. Based on the district test date, teachers design intervention plans for students.

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

- These decisions are made based on survey results, core-area common planning discussions, and analysis of student assessment data. Possible needs and trainings are discussed at common planning sessions and/or with appropriate department heads.
- Teachers can request specific trainings to be considered as well.

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

Kagan Cooperative Learning: Implementation has been monitored via Kagan observation team; Impact is yet to be

determined due to the recent implementation; Follow-up is taking place via subsequent trainings and core-area common planning analysis.

- End-of-Course Testing Trainings: Implementation has been monitored via administration walkthroughs; Impact is yet to be determined due to future implementation of the actual tests; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- Regional Subject-Area Conferences (RGVCTM, CAST, ABYDOS, etc.): Implementation has been monitored via administration walkthroughs; Impact is seen through improved daily lesson plans and improved student achievement; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- Advance Placement & Pre-AP Summer Institutes: Implementation has been monitored via administration walkthroughs; Impact is seen through improved daily lesson plans and improved student achievement; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- District Technology Training: Implementation has been monitored via administration walkthroughs; Impact is seen through increased technology integration in the classroom; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- MTT Technology trainings: Campus MTTs developed a schedule of trainings held during departmental planning periods.
- Lead4ward Trainings: Implementation has been monitored via administration walkthroughs; impact is seen through bundle assessments and benchmarks.
- TSTEM/PBL Trainings: Implementation is monitored via administration walkthroughs and walkthrough by Achieve Texas TSTEM Coach. Feedback is provided periodically throughout the year.

Staff Quality, Recruitment, and Retention Strengths

1. Low turnover rate; teachers stay at DHS

2. New teacher mentor program/New Teacher Academies

3. Common planning period before school

4. Individual conference & planning periods

5. Beneficial staff development provided in areas of need

6. Attendance incentive

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: District needs to be competitive with salaries, stipends, and insurance. **Root Cause:** Funding

Problem Statement 2: Continuous improvement of camps culture and climate. **Root Cause:** Implementation of slid New Teacher Academy

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data Sources

Standards-Based Curriculum Resources and Materials

Scope and Sequence; Pacing Guides; and/or Other Focus Documents

Foundation Course/Class Materials

Enrichment Course/Class Materials

Technology

Instructional Design/Delivery; High-Yield Strategies

Lesson Study/Delivery Processes

Collaborative Horizontal and Vertical Team Alignment Processes

Student-Specific/Differentiated Strategies and Processes

Common Benchmark Assessments and/or Other Assessments

Class, School, and Special Program Schedules

Bundle Timeline, YAAG, Bundle Assessments

Data Sources Reviewed

List the sources your campus or department actually drew from.

EOC results, Annual Dropout Rate, Graduation Rate, College Readiness Indicators, SAT/ACT Standardized Test Results, Student Grades & Classwork,
 AWARE Program, 21st Century Learning Skills, TEKS
Staff Development Schedule

DISD Bundle Curriculum

Focus Questions

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

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

2. **How is data used to inform curriculum, instruction, and assessment decisions?**

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

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

   - Data reflects the success of the alignment between curriculum, instruction, and assessment. They are focused on the success of all students through different instructional strategies, with emphasis on Diverse Learners, ELLs, and migrant students. Each teacher is able to monitor percentages and target diverse populations individually or collectively to modify instruction as needed. This analysis allows teachers to spiral, modify, and reinforce students' learning by targeting areas of weakness. It also provides an overview of students' strengths that allow higher order thinking to take place as the teacher challenges each student to expand on the concept taught.
   - Data is also utilized to determine best placement for each individual student for trailer courses and tutorials for remediation. Each teacher is able to analyze the performance of a class as well as individual students. The teacher can then monitor percentages and target diverse populations to modify instruction as needed.
   - AWARE data shows TEKS and percentages, overall, by teacher, and by student. Currently, data reflects that improvements are needed in all areas of ELA.

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

   The 21st Century Skills themes are covered through real-life mathematical applications. The learning and innovation skills are contained in

the higher order thinking skills of Bloom's taxonomy that are employed by our teachers. Kagan structures help students develop both academically and socially. The implementation of technology is better preparing students for real world demands. In Science, for example, courses apply the use of technology and concepts of global awareness, financial, economic, business, health, and environmental literacy that is TEKS specific. Students are introduced to STEM careers and are highly encouraged to participate in academic extracurricular activities such as UIL, Science Fair, Master Minds, Science Olympiad, Robotics Club, and several STEM summer institutes. MTTs provide technology and Web 2.0 tools training. Teachers incorporate technology such as Edmodo, Google Docs, Kahoot, and online textbook activities. All are student-centered and provide immediate feedback.

- 21st century learning skills are further implemented in the curriculum through the use of technology, concept of global awareness, and environmental literacy that is TEKS specific. In addition, students are introduced to TSTEM Academy initiatives of Project and Problem based Learning. Teachers also utilize technology and cooperative learning, use videos from adopted textbooks, and use YouTube videos to explain, teach and tutor students.
- Students engage in critical thinking through collaboration and teamwork. Students participate in labs that require the use of technology and software.

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

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

6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

- Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the students' mastery (or non-mastery) of state assessments, they may be placed in trailer courses to better suit their academic needs. When students do not Approach Grade Level, they are enrolled in a remedial class. When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class; and higher than a 4831 will be scheduled in a PreAP class. (As the program is Open Enrollment, students can still opt to enroll in an Advanced Class without meeting set scores.) All teachers are required to implement the recommended modifications for students in the special populations. The impact this has played on these specific student group is improved scores. Diverse Learners may also have an inclusion teacher present in the class for additional assistance. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC exams required for graduation.
- Experiential learning, independent study, direct, interactive, and indirect instruction are aligned with the 5E model to meet student learning needs. To target different populations, we use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL.

- As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to provide support to our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.
- Different methodologies and research-based instructional strategies are implemented.
- District created bundles and curriculum are implemented.
- Teachers use formal, informal, and summative assessments to guide instruction. Expected outcomes of achievement are varied within each classroom.
- High interest reading selections and instructional videos that appeal to the students and their outcome needs are utilized.
- Scaffolding, differentiation, and sheltered instruction is enforced.
- Because the curriculum is being evaluated every 6 weeks and it is the same curriculum for both Donna High School and Donna North High School the are very well aligned.

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

- A general improvement in EOC scores shows that the implementation of the ELDA program, the built-in STAAR Academies, and the after school tutorial program together have had a positive impact on our students who need additional assistance beyond the primary classroom instruction. We do, however, have a long way to go with improvement. Typically, our ELLs and Diverse Learners need this extra instruction. We have also seen our migrant education department assist with the success of migrant students who need extra attention as the need of the family to move frequently interrupts classroom instruction. Also of much help is the small group instruction, Kagan strategies, and cooperative learning manipulatives. Students in need of additional assistance are required to attend mandatory afterschool tutorials. These students are monitored closely to ensure that data reflects improvement.
- Other interventions that have shown positive impacts on student achievement include RTI, inclusion, Sheltered Instruction, SWIM program, tutorials, and small group testing.

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

- Our teachers' goals are to provide students with a positive learning climate in which the student is motivated to engage in the lesson, obtain higher order thinking skills, and grow in problem solving and critical thinking. Our lessons are geared at the specific needs of students and when the design and delivery of the lessons is aimed at their needs, students will grow not just academically, but also socially, professionally, and emotionally. Kagan structures have been included in lesson plans, promoting classroom management, positive learning climate, and higher order thinking skills.
- With increased use of a laboratory setting, Kagan structures, the 5E model, and Project based learning, a positive learning environment allows students to interact with expectations and keep them engaged in student centered activities. This process allows students to develop higher order thinking skills that may be applied to real world scenarios where critical thinking and problem solving takes place.
- Hands-on activities such as laboratory experiments and use of cooperative learning creates a positive learning environment and allows for students to be engaged in student-centered activities.
- High level readings/ activities addressed each area of need.

- Benchmarks, Bundle Tests, Data Comparison identify and target these needs.
- Students are able to investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs.

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

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

10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

- Bundle assessments are district made and double checked by faculty/staff within district. Teachers follow district standards which comply with state and local policies designed to keep fair and equitable learning. Students comply with assessments. Directors and strategists monitor what is being used for curriculum and monitor student performance.
- District uses material with which students can relate.

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

- By ensuring that core teachers follow and cover the required TEKS, student assessment scores have improved. The AWARE program allows teachers to obtain up-to-date information about student performance. Teachers also obtain specific information about population groups such as ELLs and Diverse Learners and their performance in specific TEKS.
- Student performance is tracked throughout the year during every bundle test. The principal and deans monitor the results after every test. Teachers spiral into the new curriculum what was not mastered from the previous bundles.
- Although standardized testing currently provides us with useful data, changes need to be made to ensure that students are tested in different ways other than only multiple choice exams.

Curriculum, Instruction, and Assessment Strengths

1. Assessments aligned to TEKS

2. Immediate feedback of data

3. Horizontal alignment throughout the year

4. Student-centered instruction

5. Every teacher has document cameras, projector, and computer.

6. Teachers design curriculum by grade level/subject.

7. Bundle reflection feedback

8. Data comparison

9. AP, CC, and UT OnRamps Courses

10. Leadership

11. Support for teachers

12. Frequent trainings and staff development

13. Teamwork

14. Structure for teachers to follow

15. Easily accessible online curriculum for every subject with texts and activities

16. Curriculum is reviewed and updated every year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: COVID pandemic and virtual learning has created a gap in student achievement and success rates in the virtual classroom resulting in an increase in failure rates. **Root Cause:** COVID pandemic and remote learning; Students not completing and submitting work when not physically on campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Data Sources

Family and Community Participation Counts by Type of Activity

Parent Volunteer Information

Parent Activity Evaluations and Feedback

Parent and Community Partnership Data

Mobility/Stability

Demographic Data

Community Service Agencies and Support Services

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Open House/Parents' Night Sign-Ins
- Sign Ins from Scheduled Parent Meetings
- Input from CLPAC committees and Department Meetings

Focus Questions

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

- Parents get involved and support students by allowing them and bringing them to prepare and compete in UIL activities. Parent volunteers are visible and participate often in athletic events through band and athletic boosters.
- Activities include:
- Parent's Night
- Financial Aid Night
- Awards Ceremony

- Parent Center
- Fish Camp
- Concerts & Performances
- UIL Activities
- Scholarship Night
- Indian Sweetheart Decoration day
- Sports events
- City parades
- School Homecoming
- Student Art Show
- College Night
- Parent Volunteers
- Parent meeting for CTE Dual Enrollment and Licensure/Certification Program
- Departmental Awards
- TSTEM Night
- Mariachi and dance performances
- Theater/plays
- Parent sessions and the Parent Academy for the Success of Students (PASOS). These consist of activities/sessions on topics such as student-parent relationships, parent-teacher relationships, nutrition classes, and managing student behavior. After 10 sessions, parents graduate with a 30-hour certificate which they can use for employment.
- The Parent Center also holds regular workshops to keep parents involved and informed.
- Business community support is minimal for student learning; however, some partnerships are in place for our Diverse Learners. More connections are needed to create fully enriched educational experiences.
- Parent involvement helps students academics and discipline
- Parents are involved in student extracurricular activities which require a passing rate on both progress and report cards. They engage in TSI preparation and testing dates. We observe more of the involvement from the top 20 students.

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

- There is a parent representative on CLPAC committee with 100% attendance. Administration opens all public meetings to all community stakeholders.   Also, at the district level is the DLPAC. Parents volunteer at campus Parent Center. Some parents also regularly attend School Board Meetings.
- The Round Table, which are held at the campus principal's discretion at the Lecture hall, consists of any issues that affect the campus, students, and staff.
- There are open lines of communication between parent, teacher, and administrator.
- Families and community members are involved in school decisions by attending board meetings and participating as a parent volunteer.

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

Counselors encourage and advise parents and students. When necessary, counselors and teachers arrange parent meetings and

conferences. Parent center is available for parents as well.
- Social Worker Liaison
- Parent Center, Health Clinics, and Nutritional Classes
- Better Community Family Services (BCFS) which consist of 8 sessions of 2 hours.
- Advisory through the counseling department is offered to parents and students. Parent teacher conferences also support students and parents.
- Campus encourages parent to Be active as a parent volunteer, and advise parents of events open to the community that require student and parental involvement, such as literacy parade, pep rallies, and parents night.

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

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

5. What types of services are available to support students in special programs? What are the results?

- Some services available to our students include the Migrant Program, AVID, ELDA program, Athletic and band boosters, Credit recovery programs such as Edmentum, LUCHA, Diverse Learners club for our Special Education population, Telecommunications to parents, and Homebound teacher services. All programs provide reports on student progress, grades, and scores.
- Diverse Learners have Teacher's Assistants and Inclusion Teachers in the classroom, ELDA program provides tutors for the ELL students, and MEO is offered for Migrant students.
- Other services/events include: Autism Night, Special Olympics, Counseling, ARD meetings, RTI, after school tutoring, College Success and academic resources for students in such programs.
- Child Find: this program/organization goes out to parents' home of students who have certain cognitive and/or developmental issues.
- Project HOPE: students who are failing, at-risk of not graduating, at risk of not being promoted to the next grade level, truancy issues get their parents to be contacted to help them succeed in school.
- Other services that are available include 504/Special Education (ARD Meetings) to support and assist Sped students. TELPAS writings are required to assist Limited English speakers, along with inclusion services to help provide a more meaningful learning environment.
- The results include increased parental involvement, increased attendance, and student achievement.

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

- Community partnerships include AVID, STC, and HEB with their Feast of Sharing, Food Drive, and Student Council Participation.
- Day Care Services, Homebound teacher services, SWIM Mentoring.
- Boys and Girls Club, and United Way
- Wal-Mart Fill the Bus with school supplies
- HEB provides Thanksgiving meals
- BCFS provides Thanksgiving meals to certain families in need
- City of Donna provides city park for festivals.
- TSTEM Advisory Board

- CTE Advisory Board
- Dual Enrollment Partnerships with STC, TSTC, and RGV College
- Several businesses allow students to gain experience in a working environment, Walmart Assistance, FFA experience, community involvement with car washes, ROTC helping events.

Parent and Community Engagement Strengths

1. Parent Portal

2. Fish Camp

3. Financial Aid Night

4. Counselors, parent, student conferences

5. Day Care Services

6. Special Education Case Managers

7. Homebound teacher services

8. Parents' Night/ Open House

9. ELDA

10. CLPAC

11. SWIM Program

12. Variety of programs to help students

13. Parent Centers & Parental information meetings.

14. Supportive services for students in special programs

15. Clubs such as AVID offer assistance to all students/staff during times of crisis/emergencies through fundraisers and donations.

16. Go Center and AVID offer assistance to parents and families with college preparations/questions.

17. Information open to the public

18. Transparency between teachers and parents

19. Family/community participation

20. Parent volunteer information

21. Community service projects (e.g. clubs attending assisted living, etc.)

22. Community parade, Parents Night, Art Show, Chisholm Trail

23. CTE Staff is readily available to meet with parents and/or community as needed.

24. Community partners meet with CTE staff periodically throughout the year.

25. Multiple opportunities for extracurricular participation, parent involvement, and workforce opportunities

26. Meetings involving administration, staff, parents, and students

27. Blackboard Communication

28. Health Screenings

29. 5K Fun Runs

30. Provide School and District Policies

31. Transportation

32. Community partnerships with the City of Donna have allowed for summer recreation programs opened to ALL DISD students.

33. All documents/memos sent out to parents and community are in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of parental involvement at the secondary level and incentives for parents to become more involved are needed.

Problem Statement 2: Parent education is needed regarding the importance of a post-secondary education and how citizenship status has NO impact on acceptance of financial assistance.

School Context and Organization

School Context and Organization Summary

Data Sources

School Structure or Make-Up, e.g., Teaming, Looping, etc.

Decision-Making Processes

Master Schedule

Leadership: Formal and Informal

Supervision Structure

Support Structures: Mentor Teachers

Duty Rosters

Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.

School Map & Physical Environment

Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.

Communication: Formal and Informal

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Master Schedule
- Leadership
- Duty Rosters
- Communication: Formal and Informal
- Assessment Data
- Meeting Agendas, Sign-ins, Minutes

Focus Questions

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

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

2. How does the data reflect about classes, schedules, and student/staff teams?

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

3. How is adequate time devoted to subjects in which students perform poorly?

- Based on the data from various assessments, students are offered after-school tutorials, in which each subject has its own day to meet. English tutorials are offered on Mondays, Math on Tuesdays, Science on Wednesdays, and Social Studies on Thursdays. Students are assigned to trailer courses in courses for which they did not meet the state assessment standard. Students were offered after-school tutorial academies and Saturday academies to prepare for state testing.
  The students who are failing can receive the opportunity to improve their grades through completing extra in class assignments,

Edmentum, MEO lab for Migrants, and after school tutorial hours.
- Time is devoted adequately to those subjects in which the students perform poorly by making sure each subject has the same amount of time within class periods. Time is divided evenly throughout all subjects.
- Students are given the opportunity to attend extra tutorials on school days. Also, students are scheduled into hybrid classes to make sure they receive the help needed.

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

- Teachers have a voice in decision-making and school policies through DLPAC and CLPAC meetings, department head meetings, core-area common planning, and individual conferences with decision makers on campus. This is an area that still needs to be improved upon to where teachers can have an increased role in the decision making process.
- One teacher out of every department participates in CLPAC where school decisions and policies are created. They in turn relate them to the department.

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

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

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

- Yes. Every groups' concerns are heard and leaders are readily available for any questions or concerns the parent or administration may have. Through various parent meetings and district wide parental sessions the communication between all parties can be heard. This is further facilitated by providing transparency in both student grades and the online curriculum.
- They make it easy for their voices to be heard through school board meetings, CLPAC, and other committees created throughout the district. Student council also exists to give students a voice for their needs to be heard.
- Absolutely! Parents can talk to teachers or administration to voice their opinion and be heard during CLPAC meetings.

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

- To ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.
  Campus staff is constantly looking to improve the public's perception of our campus, students, and staff.   We have been making great efforts to showcase all the positive accomplishments that DHS staff and students attain throughout the school year in different media: i.e.

newspaper, television, social media, and even share through school wide telecommunications.
- Tight knit community with long standing tradition.
- It is a positive place to be and to learn.
- Most of them participate and are involved in the school.

8. What do school expectations reveal?

- School expectations reveal that the effort is being made for all students to succeed, pass their EOC assessments and graduate.
- DHS has high expectations for its students and strives to have them be college ready by providing a wide array of courses and college credit opportunities.
- The campus is committed to excellence in providing a supportive learning environment for all students.
- To be the change and for every single student to be college bound.
- DISD wants all students to be successful and to continue higher education or to leave the district being job ready with a certificate or license for different trades.

School Context and Organization Strengths

1. Master schedule reflects section amounts and courses based on student need or request.

2. Collaboration with ARD committee members.

3. Trainings and professional development is provided to ensure student success.

4. Common planning periods allow frequent departmental and grade level meetings.

5. Clear chain of command

6. Block schedule

7. District-wide staff development

8. Well-delineated procedures to follow

9. Administration is well-organized in terms of professional development.

10. Transparency of grades and curriculum

11. Strong support staff within the school and classroom

12. Department working as a whole to make decisions

13. Course offerings

14. Availability of AP exams and submission of art portfolios

15. Hybrid classes

16. Planning and conference periods

17. Instructional Planning Days

18. Teacher Surveys

19. Instructional Time

20. CLPAC & DLPAC have given teachers and staff a voice in decision making as well as school policy.

21. District support of several programs like AVID

22. Students, especially AVID and TSTEM students, are expected to attend a technical, 2 or 4 year college and successfully complete an earn a certificate or degree.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: STAAR EOC scores in the area of English I and English II continue to be the low distrit-wide.. **Root Cause:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the inclusion support.

Technology

Technology Summary

Data Sources

Technology Infrastructure, Networks, etc.

Technology Hardware and Software

Classroom Technology Needs by Area, Class, Department, etc.

STaR Chart

Professional Development/Teacher Preparation Needs in Technology

Leadership and Administrative Support Structures for Technology Implementation

Resource Allocations

Technology Policies and Procedures

Technology Plan

Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

List the sources your campus or department actually drew from.

- StaR Chart
- Teacher Input/Feedback
- Professional Development Technology Needs
- Classroom Technology Needs by Department

Focus Questions
1. *What technology do we have?*

    All classrooms are equipped with 4 student computers, laptops for each teacher, Smart boards, data Projectors, and document cameras.

Some classrooms are also equipped with Response systems (clickers), printers (black & white), Lab Quest, Calculators, Veirner, and Mini Laptops (New Science Building).

- At DHS,we have four or less students per internet-connected multimedia computer. Direct connectivity to the Internet available in all rooms with adequate bandwidth is available. There is a dedicated computer per educator, interactive white boards, and projection systems. There are shared technologies available upon teacher request such as probes, graphing calculators, iPads, laptops, chromebooks, and Surface Pro tablets. All rooms are connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, online assessment and data access, and printing.
- Students also have access to the LRC and library where they have access to more computers with software appropriate for them.
- DISD also provides an annual technology training/symposium with several sessions to accommodate the needs and wants of teachers across the district.
- MAC computers, access to Adobe Creative Cloud, and student cameras are available to Art and media teachers

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

- Students at DHS are very advanced in technology when it comes to the use of devices and programs such as desktop computers, Word, Excel, Ipads, laptops, cell phones, clickers, and most digital devices but are in the developing stage in using these in terms of their own knowledge, education, and preparedness.
- Most staff are proficient in using technology and incorporating it into their lessons. Some staff and students could use more training. Hands on helps our classrooms run smoother especially since teachers expect students to use technology for assignments.
- Most staff are proficient, ranging between developing and advanced. The staff is very capable in the use of required equipment such as laptops, projectors, Smartboards, online gradebook, district Office 365, science probe ware, Eduphoria and AWARE. The incorporation of web tools and applications into science lessons is at an advanced level; however, the use of project-based learning activities is still in the development phase. Teachers from older generations might be a bit skeptical about technology since it wasn't part of their teaching.
- Top of the line equipment and resources are available to teachers.
- Everyone is knowledgeable and the devices are user friendly.

3. How does staff feel about technology?

- Like any staff at a public school, there are those who dislike technology and those who have a passion for technology. DHS staff has embraced the technologies which they are required to use for daily operations and the majority meets the SBEC technology standards for all teachers. However, most feel that as new technologies emerge and more web tools and applications for science become available, more training and time to learn and acclimate to these is necessary. It would also be most beneficial to teachers to have an educational technologist with core area backgrounds to incorporate into the curriculum a suggested list of technology-based activities, lessons, and/or tools per six weeks and to have training provided in advance to the intended date of implementation. Our staff feels relatively well about technology that is incorporated in a positive learning environment.
- We want to incorporate more technology and digital resources in the classroom, but we are not comfortable enough to use it on a daily basis. Very few of us have working Smartboard/Promethean boards and only stick to the basics to teach the lessons.
- Staff welcomes technology. New this year is BYOD and Microsoft Surface Pros are available to check out and use as a class.
- Staff generally feels comfortable with technology and agree that it is continuously improving.

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

- The two biggest barriers that prevent effective use of technology when it is working are lack of knowledge and time. There are many Web 2.0 tools, project-based learning activities, student-led activities, online lessons that could be incorporated into content lessons but not all teachers have knowledge of these or the time to search, find, and learn to use these. Due to strict timelines for core content, if any of the technologies or technology tools are not incorporated or suggested on the curriculum itself and training is not provided for these, the likelihood is that they will not be utilized in the classroom. Teacher attitude is another barrier that can affect the use of technology in the classroom. Teachers whose dislike of technology or who are not comfortable with technology do not use those technologies that are available to them. Another factor that prevents effective use of technology is students being locked out of available STAAR EOC or content specific games. The blocking of these games is a district security measure which blocks out all games but it is making the benefits of state approved games unavailable to students. Another district wide measure that affects campus effective use of technology is the blocking of YouTube on teacher computers during STAAR exam testing. Some content lessons and topics and online science books have video components that are formatted and uploaded for viewing onto the YouTube platform. Since only a minority of the students at DHS are testing during any given test day, the majority are receiving regular instruction which can be and has been affected by lack of teacher access to YouTube.
- Also, limited technology in the classroom is a barrier with insufficient computers for student/class work.
- Training and Resources. Although we do get training, it is not sufficient enough or detailed enough to make teachers feel proficient in using it every day. There are no supplemental online student programs for ELA or ELL instruction.
- Internet signal can be a barrier. Internet is slow and goes down sometimes maybe due to poor cable writing structure. When it rains, internet goes down in certain parts of the school. It would be nice to have more than 4 computers to classes. Computer software and labs need updates on simple things like Flash player which affects the students' and staffs' ability to do lessons as planned.
- There is not one device per student on certain technologies which make it difficult for implementation in a classroom lesson, for example, clickers when implementing Kahoot.

5. What type of technology professional development have we provided? What was the impact for staff and students?

- The district provides an opportunity for all faculty and staff to attend a district wide technology conference usually held a week prior to the start of the the new school year. Also, the district provides technology trainings throughout the year.
- At the campus level, there are trainings throughout the year that are led by various individuals. DHS has available to them three master Technology Teachers. The master technology teachers are part of the following departments: Art, Social Studies, Migrant/Science. Each of these teachers has provided trainings throughout the school year for their departments as well as for other departments and on an individual basis per teacher or staff request. The DHS Science department has had the following trainings provided by the Migrant/Science MTT individual: STAAR EOC Practice activities on the TheTeacherMadeMeDoIt.pbworks.com website, Edmentum, Cast Lessons, creating a virtual field trip, Eduphoria Lesson Plan tool, Using wiki, Office 365 trainings, etc.
- Math Department has received trainings in the following areas: Calculator (TI), short clickers, new textbook online tools, TTM for Algebra I. The impact for staff was that the trainings afforded them knowledge of technologies that they can utilize and incorporate into their lessons for their content area classroom. Students benefited because their teacher was utilizing 21st century tools to present and teach content which in turn allowed students to learn content through a medium they found enjoyable. Teacher confidence leads to more classroom use

and student proficiency increases.
- Atomic Learning Program is a great site to learn because it provides additional trainings in the area of technology.
- Google Classroom and Edmodo. Edmodo training was given midway through the year and not enough time to implement in the classroom. It would also be very time consuming in setting up students and training them on how to use the platform.
- Professional development is provided during staff development. Technology workshops are also available to those interested on a Saturday during the beginning of the school year. All year round there are online trainings available through Atomic Learning. During the school year there is also TCEA conference technology teachers attend. The professional development is helpful to students because teachers are able to teach in different ways using technology. It is also helpful to teachers because it can make life easier and more organized.

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

- All content areas at DHS are using some form of technology. Math department uses calculators, clickers, ELMOS, EIKIs, Smartboards for problem solving. English department uses computer applications for research and electronic dictionaries in spelling for Sped students. In Social Studies, teachers use Sharepoint for lesson plans, handouts, PowerPoints, and exams.
- Individual teachers within each department are utilizing all required hardware and software programs which include but are not limited to desktop computers, laptops, document cameras, projectors, Smartboards, TEAMS, Eduphoria, AWARE, and Office 365. Individual science teachers are using the technologies as needed for their individual content which include but are not limited to : probeware for lab explorations, online virtual labs, wikis for class project collaborations, virtual field trips for exploration of environments not accessible to teachers and students in real time, Edmodo, online textbook and resources, Google Sky and Google maps for Earth Space Science studies, online science safety training and certification for teachers, online safety training and certification for students, Forensics software for facial reconstruction, pH interactive simulations for Physics, Plato Ple, Texas Aquatic Science online, InnerBody.com for Anatomy and Physiology, CEV video series for advanced animal science, TEA Biology EOC online resources, my HRW.com for online textbooks and resources for Biology, Chemistry , Physics, Environmental Science, TheTeacherMadeMeDoIt.pbworks.com wiki site for all (migrant) sciences.
- All content areas are using technology and incorporating them in their lesson. The effect is that students are more actively engaged. For example, in Science, we use technology in Biology, Chemistry, Physics, Advanced Animal and Plant Science, Aquatic Science, Anatomy and Physiology, Animal Science, Astronomy, and Forensic Science by implementing virtual labs, performance assessments, research, power point presentations, and lab equipment to have students actively engage in content. Science students are able to benefit by viewing class assignments but are still in its primary stages because some teachers do not have their course information online.
- Students are more engaged with the BYOD initiative.

7. **How does the design of the network provide for the users it supports?**

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

- Poor design network and connectivity to certain parts of the school. Users have poor signal and pages and websites sometimes take a while to load.
- It keeps students on task and is student centered.
- The infrastructure causes the system to slow down.

8. **How is technology utilized to support curriculum, instruction, and assessment integration and implementation?**

- Through the curriculum, teachers have easy access to the links available to each lesson such as videos, blogs, worksheets, etc.
- The science curriculum depends on technology for its implementation. The adopted textbooks for Biology, Chemistry, Physics, and Environmental Science are provided to the teachers and students through the publishers online site. Other sciences taught at DHS also have components for instruction that are online. The district science curriculum, scope and sequences per science subject is located online through Office 365. Science instruction is conducted by teachers who utilize online resources provided by the district, the campus, the science MTT, or themselves. Campus and district required assessments utilize the AWARE system for assessment and data collection. Teachers utilize the adopted books' online assessment tools as well as classroom clickers and online assessment tools that allow real time questioning such as Socrative.com.
- Teachers have access to Eduphoria to post lesson plans, input exams on AWARE and check test scores for students. Students have access to AWARE to answer exam questions. Parents have access to Parent Portal to check grades. Administrators input formal/informal observations. Referrals can also be input online as well as work orders. Alert System sends pertinent and timely information to parents.
- All curriculum resources are online and easy to access. Internet is used during instruction to support students' understanding and discussions in class. Assessment data and demographics are updated regularly and available to view for teacher planning.
- Technology is aligned with TEKS for instruction and supports curriculum. We use technology to type and organize the lesson plans. We also use technology to collaborate with other teachers or so the students can collaborate with each other. The students can take quizzes, exams, and surveys online and receive grades and feedback immediately. When assignments are turned in online there is a record, less room for error or losing papers. Assignments are time stamped, if a student misses a deadline then it will show.
- Curriculum: SharePoint
- Instruction: SharePoint and BYOD
- Assessment: Eduphoria for assessment data

Technology Strengths

1. Baseline technology in every classroom.

2. All teachers know how to use the technology for required tasks: email, lesson planning, grade book, attendance, and breakfast in the classroom.

3. All teachers can develop lessons and activities using word processing, PowerPoint, and Internet.

4. Technology is increasingly being used in the classrooms.

5. Direct connectivity to internet

6. Teachers have laptops and desktops

7. Graphing calculators, IPads, whiteboards, and projectors are available for everyone.

8. DISD Technology Conference/Symposium

9. Curriculum online provides working links to textbooks, videos, worksheets, and other resources.

10. Availability to students and staff.

11. Student access to computers at LRC

12. Great library online resources

13. Access to MAC Computers and Adobe Creative Cloud for Art Classes

14. District provides upgrades to technology as needed.

15. STaR Charts

16. Edomodo and Atomic Learning

Problem Statements Identifying Technology Needs

Problem Statement 1: Integration of technology in the classroom is still lacking. **Root Cause:** Trainings need to be continuous to improve teacher's comfort and proficiency.

Problem Statement 2: Professional software that encrypts data transmitted between our school community and post-secondary partners is needed.

Problem Statement 3: Students need more access to technological advancements to keep up with globally competitive students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

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
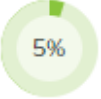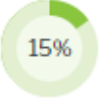
Goals
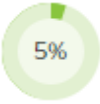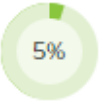
Goal 1: Donna Early College High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.
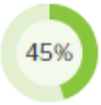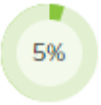
Performance Objective 1: Library Services: Media Literacy Centers will promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Targeted or ESF High Priority

Evaluation Data Sources: Library Sign-In Sheets, Mackin Via Database Usage, STAAR EOC and TELPAS Scores, flyers, lesson plans, inventory list, extra duty time sheets,

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to have authors visit and talk to them about becoming an author or an illustrator by holding campus literacy fairs and district literacy fairs.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased exposure to literacy events will increase student engagement and interest in reading. **Staff Responsible for Monitoring:** Campus administration, Librarians, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	5%	5%	5%	
Strategy 2 Details	Reviews			
Strategy 2: Teach technology TEKS to students.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased achievement in all academic areas; increased familiarity and use of technology for instructional purposes. **Staff Responsible for Monitoring:** Campus Administration, Librarians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	15%	15%	

Strategy 3 Details	Reviews			
Strategy 3: Provide campus with a balanced, current, age-appropriate, and systematically organized collection of award-winning books to fit the curriculum needs of the campus, to include magazine and newspaper subscriptions.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased student interest and engagement; increased lexile levels for students **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants, Department Heads **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math	5%	5%	20%	

Strategy 4 Details	Reviews			
Strategy 4: Provide funds for reading motivational incentives and student celebrations to encourage circulation, including the purchase of shirts, meals, and Battle of the Books.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in Student Lexile levels; increase in student interest in library books and resources **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	5%	30%	50%	

Strategy 5 Details	Reviews			
Strategy 5: Compile and maintain campus library budget based on library program needs.	Formative			Summative
Strategy's Expected Result/Impact: Sufficient funds to update and keep inventory current.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Librarian	0%	0%	0%	

Strategy 6 Details	Reviews			
Strategy 6: Provide extended library hours before and after school.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement in all academic classes.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration, Librarians, Librarian Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	5%	5%	

Strategy 7 Details	Reviews			
Strategy 7: Provide, update, and expand resources for teachers, counselors, and administrators to use in their instructional setting and professional development, to include books, audiovisual and technology equipment, databases, laptops, toner, ipads, TVs, projectors, document cameras, reading devices, carts, microphones, headphones, digital cameras, professional books, etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Use of effective and up-to-date research-based instructional strategies; increase in student performance **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	15%	20%	45%	

Strategy 8 Details	Reviews			
Strategy 8: Provide a loss prevention plan and resource management for circulation,cataloging, and securing/retrieving missing, lost or stolen materials.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Secure book and technology inventory that allows for funds to be used to add rather than replenish resources. **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants	0%	0%	0%	

Strategy 9 Details	Reviews			
Strategy 9: Provide librarian the opportunity to attend workshops and conferences at Region One, the Texas Library Association, & TCEA to improve job performance.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Librarian stays abreast of new information, strategies, and resources. **Staff Responsible for Monitoring:** Campus Administration and Librarian **TEA Priorities:** Recruit, support, retain teachers and principals	0%	0%	0%	

Strategy 10 Details	Reviews			
Strategy 10: Allow parents and community members to check out library books and provide them and students with opportunities to participate in motivational reading activities such as Literacy Night.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parental involvement and community support **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2	5%	5%	5%	

Strategy 11 Details	Reviews			
Strategy 11: Provide funds for staff development trainings, to include materials, resources, miscellaneous.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved quality of instruction and research-based strategies **Staff Responsible for Monitoring:** Administration Librarian **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	**Sept**	**Dec**	**Mar**	**June**
	5%	5%	5%	

Strategy 12 Details	Reviews			
Strategy 12: Provide funds to purchase appliances & equipment to maintain the day to day operation of the library, to include refrigerator, microwave, furniture, etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student interest and student visitation **Staff Responsible for Monitoring:** Administration Librarian	0%	0%	0%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 1: Donna Early College High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.

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

Evaluation Data Sources: STAAR EOC data, TELPAS data,

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

Performance Objective 1: The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR will increase by 4%.

Targeted or ESF High Priority

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

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

Performance Objective 2: Advanced Academics: Increase % of GT students achieving the MEETS and MASTERS grade level standard on STAAR by 3 %.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for GT students.

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

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

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for SPED students

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

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

Targeted or ESF High Priority

Evaluation Data Sources: Achieve 3000, STAAR/EOC, TELPAS, Student Schedules

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

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

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

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

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

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

Goal 2: Donna Early College High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.
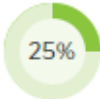
Performance Objective 7: Donna Early College High School will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP). At least 60% of DECHS students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.
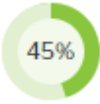
Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area. **Staff Responsible for Monitoring:** Campus Principal, Deans, and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%	55%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for English, Math, Science, and Social Studies.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Principal, Deans, and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	55%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR EOC, TELPAS, & PBMAS). **Staff Responsible for Monitoring:** Deans and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	40%	65%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training (common departmental planning), response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for Common Core Readiness Standard (CCRS), PBIS, classroom management, and discipline (teaching)for appropriate behavior. (BG 2)	Sept	Dec	Mar	June
	15%	35%	65%	

Strategy's Expected Result/Impact: Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.

Staff Responsible for Monitoring: Campus Administration, Department Chairs

Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Provide funds for teacher aides/assistants, teachers, counselors, and administrators to attend necessary trainings/conferences/professional development in areas of need and to continue campus and district initiatives such as Abydos, Lead4ward, AVID, Gretchen Bernabei, TXESOL, CAST, CAMPT, TFLA, Region One, AP and Pre-AP Trainings, UT OnRamps, TASSP, Legal Digest, Technology Conferences, Texas Assessment Conference, Texas Council for Social Studies Annual Conference, CCR School Models Leaderships Summits/conferences, etc.	Sept	Dec	Mar	June
	35%	55%	75%	

Strategy's Expected Result/Impact: Increased performance in assessment scores

Staff Responsible for Monitoring: Campus Administration & Department Chairs

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Funding Sources: - Teacher/Principal (255) - $376

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Monitor implementation of best instructional practices presented during professional development and all staff training.	Sept	Dec	Mar	June
	20%	45%	75%	

Strategy's Expected Result/Impact: Increased performance in all courses and in all assessment scores

Staff Responsible for Monitoring: Campus Administrators & Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 7 Details	Reviews			
Strategy 7: Improve supports to struggling learners by providing necessary interventions and articulating those interventions in documented meetings, lessons, parent contacts, student support committee meetings, etc. Interventions include providing the following: *TSI Tutorials/Enrichment Camps after school, weekends, and in summer *STAAR EOC Tutorials (Monday-English, Tuesday- Math, Wednesday-Science, Thursday-Social Studies & Electives) *Trailer courses during the school day if needed *Resources to support interventions including teacher pay, tutorial material, office supplies, transportation and snacks. **Strategy's Expected Result/Impact:** Decreased number of struggling students requiring tutoring and interventions. Increased number of students meeting or exceeding STAAR EOC standards per core content area. Increased number of students who are college ready for STC Dual Enrollment Courses. **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
	20%	30%	75%	

Strategy 8 Details	Reviews			
Strategy 8: Implement district & campus initiatives such as 5E Model (Engage, Explore, Explain, Extend/Elaborate, Evaluate), Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Technology, Journals, Software, Student Portfolios, Cooperative Learning (Kagan) Strategies, Sheltered Instruction, ExC-ELL, writing across the curriculum, and College Readiness Activities. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
	15%	35%	65%	

Strategy 9 Details	Reviews			
Strategy 9: Determine and utilize student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district & campus shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Increase in Assessment scores (bundles, six weeks exams, benchmarks, and state assessments) **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
	25%	40%	60%	

Strategy 10 Details	Reviews			
Strategy 10: Implement, monitor, and review System Safeguards to meet federal accountability requirements for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased Performance in areas addressed **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Sept	Dec	Mar	June
	15%	35%	70%	

Strategy 11 Details	Reviews			
Strategy 11: Provide opportunities and funds for student field trips to supplement class instruction and college readiness, and provide supplies for College presentations. **Strategy's Expected Result/Impact:** Increased performance in core areas and college readiness. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Sept	Dec	Mar	June
	10%	50%	85%	

Strategy 12 Details	Reviews			
Strategy 12: Provide funds for technology to be used in the classroom and for technology-related instructional materials such as TI 84 Inspires (Navigator, CX) PASCO, IPads, Scanners, Laptops, ChromeBooks, Surface Pros, and charging Carts for all Chromebooks, OneTouch flat panel boards, Surface Pros and Laptops. Provide funds for technology to be used in the classrooms. **Strategy's Expected Result/Impact:** Improved engagement, STAAR EOC results, TSI and AP results **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Student Chromebooks - Title I (211) - 211.11.6399.00.009.24.0.ON - $21,000, One Touch flat panel boards - Title I (211) - 211.11.6395.00.915.24.0.00 - $287,784	**Formative**			**Summative**
	Sept	Dec	Mar	June
	0%	45%	85%	

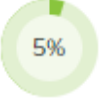| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

bilingual/ESL students will meet the state standard in English I & II EOC.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, STAAR results, Achieve 3000

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, ExC-ELL, etc.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in use of research-based strategies effective for targeting the ELL population; improved student achievement. **Staff Responsible for Monitoring:** Campus/District Administration & ESL Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	55%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD, and other classrooms serving ELs in order to serve campuses and students more effectively.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Campus administration, District ESL Strategists, ESOL/ELD/LUCHA teachers (if applicable), campus technology technician **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	15%	25%	55%	

Strategy 3 Details	Reviews			
Strategy 3: Train and oversee ELD, ESL, and ELL teachers ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Campus administration, ESL Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	15%	20%	60%	

Strategy 4 Details		Reviews			
Strategy 4: Monitor teachers as they develop and foster the use of on-line, vertically and horizontally aligned ESL & ELD curricula and ESL strategies that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased proficiency and achievement scores for ELLs **Staff Responsible for Monitoring:** ELA teachers, Administration, ESL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction		10%	35%	60%	

Strategy 5 Details		Reviews			
Strategy 5: Afford campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased proficiency levels and achievement scores for ELLs; utilization of effective research-based ELL strategies **Staff Responsible for Monitoring:** Campus Principal & Deans **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		10%	35%	70%	

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

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

Performance Objective 9: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures.
Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.
Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Purchase Achieve 3000 licenses to improve literacy skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 70% of participants will increase lexile level by at least 1 year. **Staff Responsible for Monitoring:** Administration & ELA Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Sept**	**Dec**	**Mar**	**June**
	0%	0%	0%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 1: The percentage of graduates meeting Texas Success Initiative in both ELA/Reading and Mathematics will increase from 19% to 24%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Strategy 1 Details	Reviews			
Strategy 1: TSI Tutorials will be implemented to prepare students in meeting TSI requirements of: *Mathematics: a minimum score of 350 *Reading: a minimum score of 351 *Writing: a score of 5 on the essay section or a score of 4 on the essay and a minimum score of 340 on the multiple choice section. This will include teacher tutorial pay, transportation costs, snacks, TSI Preparation Materials, and other office supplies required to facilitate TSI tutorials.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	30%	40%	70%	
Strategy's Expected Result/Impact: 70% of Seniors will have attempted the TSI exam by graduation. The number of TSI Complete students will increase by at least 10% from the previous year. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college				
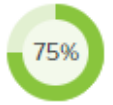
Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Purchase TSI testing units for each student, to include diagnostic, reading exam, writing exam, math exam, and an opportunity to retest.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of all students will have attempted the TSI exam by the end of 9th grade. **Staff Responsible for Monitoring:** Administration & Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** TSI exams - Local (199) - $813.75	35%	55%	70%	

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

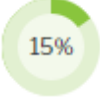**Goal 3:** Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: 30% of graduating seniors will earn a Associate Degree by high school graduation.

> **Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Provide required instructional resources, materials, and cover tuition costs as needed to facilitate dual enrollment courses.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 50% of students earning any 15 college credit hours by the fourth year of implemetaion. **Staff Responsible for Monitoring:** Administration: Principal & Dean of Instruction **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum	15%	40%	75%	

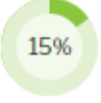| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 3: CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%.

Targeted or ESF High Priority

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

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 4: Advanced Academics: The percentage of students taking AP exams will increase 3%. The percentage of students taking ACT/SAT tests will increase 2%.

Targeted or ESF High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: ACT Boot Camp will be implemented to prepare students for the ACT, increase scores in subject areas and composite scores. This will include teacher tutorial pay, transportation costs, snacks, Princeton Review ACT Preparation Books, and other office supplies required to facilitate ACT tutorials.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% of Seniors will have participated in an ACT test by graduation. Students participating in Boot Camps will increase composite score and/or subject score tutored by at least 2 points. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college		5%	10%	10%	

Strategy 2 Details		Reviews			
Strategy 2: Advanced Placement Tutorials will be implemented to prepare students for AP Exams. This will include teacher tutorial pay, transportation costs, snacks, AP Preparation Books, and other office supplies required to facilitate AP tutorials.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: 95% of students enrolled in an AP course will participate in the corresponding AP Exam. The number of students receiving an AP score of a 3 or above will increase by at least 10% from the previous year for each subject area.

Staff Responsible for Monitoring: Administration

TEA Priorities: Connect high school to career and college
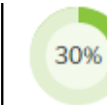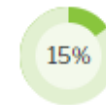
| 15% | 30% | 30% | |

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

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 5: Special Education: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

    Targeted or ESF High Priority

    Evaluation Data Sources: IEP data, CCMR Accountability information

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 6: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete by 5%.

    Targeted or ESF High Priority

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

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

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

    Targeted or ESF High Priority
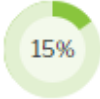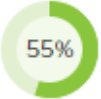
Evaluation Data Sources: AP Enrollment information, Master Schedules, AP exam data
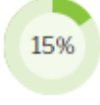
Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.
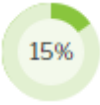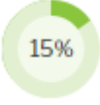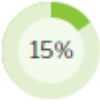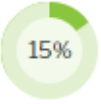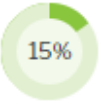
Performance Objective 8: CTE: Donna Early College High School will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%. CTE teachers and students will be provided with the necessary resources to achieve program goals.
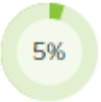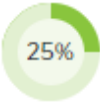
Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, PDAS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans **Staff Responsible for Monitoring:** Campus Principal & CTE Staff	15%	30%	55%	

Strategy 2 Details	Reviews			
Strategy 2: Link CTE at the secondary campuses and postsecondary levels.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** Campus Principal & CTE Staff	10%	15%	25%	

Strategy 3 Details	Reviews			
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principals, CTE Staff	10%	15%	35%	

Strategy 4 Details	Reviews			
Strategy 4: Develop, improve, or expand the use of technology in CTE programs.	Formative			Summative
Strategy's Expected Result/Impact: CTE Program Plan of Action, Integrated Continuous Improvement Plan, PBMAS	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	15%	20%	35%	

Strategy 5 Details	Reviews			
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Formative			Summative
Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	15%	20%	35%	

Strategy 6 Details	Reviews			
Strategy 6: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (BG 3)	Formative			Summative
Strategy's Expected Result/Impact: PBM, AEIS,PEIMS, STAAR Data, TELPAS Data, Lesson Plans, IEP Implementation	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	15%	20%	40%	

Strategy 7 Details	Reviews			
Strategy 7: Provide activities to support entrepreneurship education and training.	Formative			Summative
Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	0%	0%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG 3)	Formative			Summative
Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation	Sept	Dec	Mar	June
Staff Responsible for Monitoring: CTE Director,Campus Principal, CTE Staff	5%	5%	5%	

Strategy 9 Details	Reviews			
Strategy 9: Support training and activities in nontraditional fields	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation **Staff Responsible for Monitoring:** CTE Director,Campus Principals, CTE Staff	**Sept**	**Dec**	**Mar**	**June**
	10%	15%	15%	

Strategy 10 Details	Reviews			
Strategy 10: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations and provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	5%	15%	20%	

Strategy 11 Details	Reviews			
Strategy 11: Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Activity Participation, Contact Logs, Informative Program Material **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	10%	15%	15%	

Strategy 12 Details	Reviews			
Strategy 12: Implement effective practices to improve parental and community involvement, to include student participation in community events such as Literacy Parade, District 5Ks, etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Activity Participation, PDAS, Contact Logs **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	5%	20%	30%	

Strategy 13 Details	Reviews			
Strategy 13: Recognize CTE students and staff achievements throughout the year as well as recognize CTE community partners and advisory members.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principal, CTE Staff	5%	10%	15%	

Strategy 14 Details		Reviews			
Strategy 14: Students will participate in local, area, regional and state co-curricular activities and competitions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Receipts, Lists of Participants, Awards, and Activities **Staff Responsible for Monitoring:** CTE Director, Principal, CTE Staff		Sept	Dec	Mar	June
		5%	5%	35%	

Strategy 15 Details		Reviews			
Strategy 15: Provide opportunities for students to join Student Leadership Organizations and National Technical Honor Society		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Club Account Rosters **Staff Responsible for Monitoring:** CTE Staff		Sept	Dec	Mar	June
		5%	5%	5%	

Strategy 16 Details		Reviews			
Strategy 16: Provide timely and appropriate training for CTE teachers in: core subject area		**Formative**			**Summative**
		Sept	Dec	Mar	June
sheltered instruction CTE program updates CTE Program areas **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, receipts **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Staff		5%	10%	15%	

Strategy 17 Details		Reviews			
Strategy 17: Allow for CT Student Clubs to fund-raise for student/teacher lodging, meals, transportation, club shirts, competition registration, field trips, and supplies, to include Robotics, Skills USA, BPA, etc.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Student Rosters, receipts, travel **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Counselor, CTE Staff and Sponsors		10%	25%	75%	

Strategy 18 Details		Reviews			
Strategy 18: Provide funds to allow for the maintenance and purchase of office supplies.		**Formative**			**Summative**
		Sept	Dec	Mar	June
		35%	50%	75%	

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

Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.
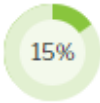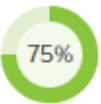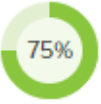
Performance Objective 9:
Advanced Academics: G/T students will receive enhanced differentiated instruction through advanced academic coursework (Pre-AP/ AP) and 100%will meet the state standards in all areas of the STAAR EOC.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Pre-AP/AP students will participate in summer reading program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: List of assignments and books	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration, librarians, Pre-AP teachers	25%	30%	65%	

Strategy 2 Details	Reviews			
Strategy 2: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom observations, lesson plans, and assessments	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration	20%	35%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Provide access for all GT students to take the ACT test, ACT Aspire, and participate in the ACT Test Prep Boot Camp. (BG 3)	**Formative**			**Summative**
Strategy's Expected Result/Impact: ACT Test Results	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Deans, Counselors	10%	15%	15%	

Strategy 4 Details	Reviews			
Strategy 4: Support the Pre-AP/AP/CC-Dual/UTOnRamp courses by offering a rigorous curriculum and materials to supplement and enrich instruction. **Strategy's Expected Result/Impact:** Increased passing rate of AP Exams, Increased Dual Credits earned. Increase in student STAAR EOC for PAP/AP subjects. **Staff Responsible for Monitoring:** Principals, Deans, Counselors, AP Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum	Formative			Summative
	Sept	Dec	Mar	June
	30%	60%	85%	

Strategy 5 Details	Reviews			
Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test. **Strategy's Expected Result/Impact:** AP Test Results **Staff Responsible for Monitoring:** Deans, AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
	10%	25%	50%	

Strategy 6 Details	Reviews			
Strategy 6: Award students $100.00 for each test that is scored a 3, 4 or 5. Awards will be issued upon proof of enrollment in a college or university of choice. Awards in form of scholarships. **Strategy's Expected Result/Impact:** AP Test Scores **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Sept	Dec	Mar	June
	15%	20%	20%	

Strategy 7 Details	Reviews			
Strategy 7: Provide ample opportunities for parents to become aware of the graduation plans and to ensure full understanding of AP exam requirements: Parent/teacher meetings, Newsletters/brochures (English/Spanish) **Strategy's Expected Result/Impact:** Sign in sheets, agendas **Staff Responsible for Monitoring:** Principals, Deans, Counselors, Parent Educators	Formative			Summative
	Sept	Dec	Mar	June
	10%	25%	40%	

Strategy 8 Details	Reviews			
Strategy 8: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update) **Strategy's Expected Result/Impact:** Sign in sheets, agendas, certificates of completion **Staff Responsible for Monitoring:** Campus Administration and GT Teachers	Formative			Summative
	Sept	Dec	Mar	June
	20%	30%	75%	

Strategy 9 Details	Reviews			
Strategy 9: Provide adequate funding to provide AP students the opportunity to challenge the Advanced Placement exams in the Spring for their corresponding courses.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: AP Exam rosters & AP Score Reports **Staff Responsible for Monitoring:** AP Teachers & Deans of Instruction	15%	20%	75%	

Strategy 10 Details	Reviews			
Strategy 10: Provide funds for teachers and administrators to attend necessary trainings/conferences/professional developments in coordination with Higher Education Institutions and/or Region One for the improvement of Advanced Academics Programs at DECHS as well as district initiatives such as UT OnRamps, STC, UTRGV, and College Board.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Advanced Academic course enrollment counts, college course completion counts, college credits earned, AP Exam rosters, AP Score reports, etc... **Staff Responsible for Monitoring:** Campus Administration - Principal and Deans **Comprehensive Support Strategy - Additional Targeted Support Strategy**	10%	35%	65%	

Strategy 11 Details	Reviews			
Strategy 11: Allow for academic clubs, such as National Honor Society, UT OnRamps, and Mexican American Studies Club, to fund raise for supplies, shirts, field trips, banquets, stoles, and end of year awards and celebrations.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Rosters **Staff Responsible for Monitoring:** Principal Counselor Club Sponsors	20%	40%	75%	

Strategy 12 Details	Reviews			
Strategy 12: Provide ACT & TSI Reviews for students after school and on Saturdays. (BG 3)	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased ACT/TSI participation and increased scores indicating college readiness. **Staff Responsible for Monitoring:** Principals Deans, Counselors	15%	30%	70%	
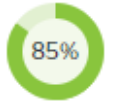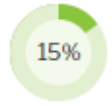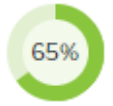
Strategy 13 Details	Reviews			
Strategy 13: Provide opportunities for students to participate in enrichment programs to supplement class instruction and promote college and workforce readiness in the form of field trips for exposure to career interests, college visits, STC presentations, etc..	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Agenda, Sign-In Sheet, Student feedback in the form of essays regarding interest. **Staff Responsible for Monitoring:** Principal, Deans, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	5%	20%	60%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
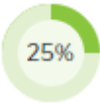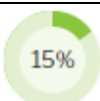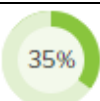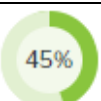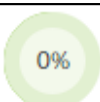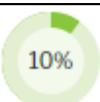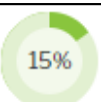
Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 10: College Readiness/AVID: Full implementation of the AVID Program at Donna Early College High School will grow by utilizing 100% of the 11 AVID Essentials of the Program.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: AVID Teacher will fully Implement the AVID program to focus on the students in the middle through a strong Reading & Writing Curriculum, Inquiry, Collaboration, Requirements for University Enrollment, Voluntary Participation, etc.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Parental Notices & Notifications, Class Rosters **Staff Responsible for Monitoring:** AVID Site Team	20%	50%	85%	
Strategy 2 Details	Reviews			
Strategy 2: Provide funds to continue with AVID college tutors, certificate programs, AVID Parental Meetings, & stipend for Avid Coordinator.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Tutor Payroll, Time cards **Staff Responsible for Monitoring:** AVID Site Team **Funding Sources:** AVID Contract/Site Agreement - Local (199) - $8,689	15%	30%	65%	

Strategy 3 Details	Reviews			
Strategy 3: DECHS will implement an AVID Active Site Team for Data Collection.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Senior Data Collection Form **Staff Responsible for Monitoring:** AVID Site Team	**Sept**	**Dec**	**Mar**	**June**
	10%	25%	60%	

Strategy 4 Details	Reviews			
Strategy 4: Provide funds for AVID staff development, including AVID Summer Institute, AVID Curriculum CDs, Monthly Meetings, UTRGV AVID Teacher/Coordinator Meetings, DISD Symposium, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID Certifications **Staff Responsible for Monitoring:** AVID Site Team, AVID Elective Teachers, AVID Coordinators	**Sept**	**Dec**	**Mar**	**June**
	10%	20%	65%	

Strategy 5 Details	Reviews			
Strategy 5: Provide funds for student celebration and opportunities such as the AVID Senior End of the Year Banquet, College Trips, UT Explore, Ronald McDonald House, Letterman Jackets, and AVID Graduation Stoles.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID Graduation/ Senior Data Report, Class Rosters, Community Service Logs **Staff Responsible for Monitoring:** AVID Elective Teachers, AVID Site Team	**Sept**	**Dec**	**Mar**	**June**
	5%	20%	20%	

Strategy 6 Details	Reviews			
Strategy 6: Allow for fundraising opportunities to raise funds for teacher/student academic scholarships, banquets, field trips to include transportation, lodging, meals, and fees, etc.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus administration AVID Coordinators	**Sept**	**Dec**	**Mar**	**June**
	15%	35%	45%	

Strategy 7 Details	Reviews			
Strategy 7: Provide funds for school beautification projects, to include necessary resources such as paint and supplies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school culture and climate **Staff Responsible for Monitoring:** Campus Administration	**Sept**	**Dec**	**Mar**	**June**
	0%	10%	15%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue
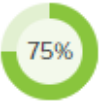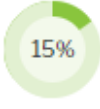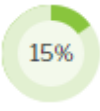
Goal 4: Donna Early College High School will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate
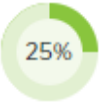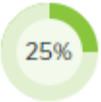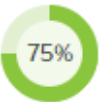
resources, technology, and well-maintained facilities to promote increased student achievement.

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

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

Strategy 1 Details	Reviews			

Strategy 1: Implement appraisal system with campus staff according to established procedures/policies and follow through with improvement needs.
  Strategy's Expected Result/Impact: T-TESS
  Appraisal Instrument
  Personal Growth Plans
  Formative / Summative Conferences
  Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	25%	35%	75%	

Strategy 2 Details	Reviews			

Strategy 2: Continue to encourage, promote, and support the Alternative Certification Program and Student Teaching Programs.
  Strategy's Expected Result/Impact: Participation List
  Staff Responsible for Monitoring: Principal,
  Personnel Administrator
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	25%	30%	60%	

Strategy 3 Details	Reviews			
Strategy 3: Conduct two climate surveys annually, one in the fall and one in the spring, to monitor effective school correlates. **Staff Responsible for Monitoring:** Personnel Administrator	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	0%	10%	45%	

Strategy 4 Details	Reviews			

Strategy 4: Faculty representatives of the Campus Level Planning and Advisory Committee will meet once a month to discuss current issues and concerns, and will meet with their respective groups of teachers to solve/discuss concerns regarding professional environment.
  Strategy's Expected Result/Impact: Climate Survey Results
  Staff Responsible for Monitoring: CLPAC Members
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	5%	20%	55%	

Strategy 5 Details	Reviews			
Strategy 5: Involve department heads/teachers in interviewing potential staff.	Formative			Summative
Strategy's Expected Result/Impact: List of Certified Teachers List of Department Heads **Staff Responsible for Monitoring:** Principal Department Heads	Sept	Dec	Mar	June
	40%	60%	85%	

Strategy 6 Details	Reviews			
Strategy 6: Assign a mentor to each new-to-the-district teacher, and provide regularly scheduled New Teacher meetings/New Teacher Academy for effective management, organization awareness, & continuous support.	Formative			Summative
Strategy's Expected Result/Impact: List of Mentors & New Teachers Sign-ins & Agendas **Staff Responsible for Monitoring:** Deans, Department Heads	Sept	Dec	Mar	June
	25%	40%	75%	

Strategy 7 Details	Reviews			
Strategy 7: Continue teacher/staff appreciation & recognition program which includes, but is not limited to the following: Teacher of the Month, gift certificates for meals, Christmas luncheon, Teacher appreciation breakfast, refreshments at monthly faculty meetings, refreshments during state assessments and benchmarks, refreshments during staff development & work days, and refreshments for counselors during Counselor's Week.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Recognitions **Staff Responsible for Monitoring:** Principal	15%	25%	65%	

Strategy 8 Details	Reviews			
Strategy 8: Utilize strategies to attract highly qualified and high quality teachers such as providing staff shirts.	Formative			Summative
Staff Responsible for Monitoring: Principal	Sept	Dec	Mar	June
	5%	15%	55%	

Strategy 9 Details	Reviews			
Strategy 9: Provide supplies and materials for office staff and administration.	Formative			Summative
Funding Sources: office supplies - Local (199) - $209.01	Sept	Dec	Mar	June
	40%	55%	80%	

Strategy 10 Details	Reviews			
Strategy 10: Purchase, disseminate and review Faculty Handbooks to ensure staff members are aware of Campus policies.	Formative			Summative
Strategy's Expected Result/Impact: Summative Appraisals Renewals Non-renewals	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Principal	15%	30%	80%	

Strategy 11 Details	Reviews			
Strategy 11: Continue providing and upgrading stipend system in teacher shortage areas, i.e., bilingual/ESL, special education, math and science in order to place endorsed staff in the classroom as allowable by district.	Formative			Summative
Strategy's Expected Result/Impact: Compensation Plan	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Personnel Administrator, Curriculum, Bilingual & Sped Director	15%	15%	25%	

Strategy 12 Details	Reviews			
Strategy 12: Monitor exit interview surveys to identify and address the causes for teacher turnover.	Formative			Summative
Strategy's Expected Result/Impact: Exit Form	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Administrators	5%	10%	25%	

Strategy 13 Details	Reviews			
Strategy 13: Provide administrators with a copy of the latest edition of The Educator's Guide to Texas School Law and any additional resources to assist with daily duties and assignments.	Formative			Summative
Staff Responsible for Monitoring: Principal, Administrators	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 14 Details	Reviews			
Strategy 14: Administrative staff will attend trainings/conferences pertaining to their respective areas and which will provide them with pertinent updates and information necessary for the success of the school, including, but not limited to: Abydos Annual Conference, AVID Conference, Lead4Ward STAAR Trainings, Region One Trainings, State Assessment Conference, Summer Law Conference, TASSP Summer Conference	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Certificates of Completion	25%	35%	75%	
Staff Responsible for Monitoring: Principal and Administrators				

Strategy 15 Details		Reviews			
Strategy 15: Campus Secretary will attend annual conference for educational support staff to acquire information related to customer service & people skills to better assist the employees. Information will be shared with other support staff upon return.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: conference agenda & invoice **Staff Responsible for Monitoring:** campus principal		0%	0%	0%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 2: Donna Early College High School will incorporate technology training at each New Teacher Academies and Departmental Meetings. *100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.*100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.

Targeted or ESF High Priority

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

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

Performance Objective 3: Donna Early High School will ensure that the campus has a well maintained facility.

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

Strategy 1 Details		Reviews			
Strategy 1: Supplies for facility will be purchased as needed to ensure a well maintained facility at DECHS. Including paint, mirrors, furniture, and other interior resources/materials, exterior resources/materials, etc..		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff, Student, and Parent Survey **Staff Responsible for Monitoring:** Campus Principal and Campus Secretary **Funding Sources:** Biometric Clock - Local (199) - $1,395		10%	40%	75%	

Strategy 2 Details	Reviews			

Strategy 2: Provide funds for land improvements, to include improvements & maintenance on campus marquis for the purpose of communicating important campus events with the community.
    Strategy's Expected Result/Impact: Parental Involvement
 	
Community Awareness
    Staff Responsible for Monitoring: Campus Principal
	Formative			Summative

	Sept	Dec	Mar	June
	5%	10%	10%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

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

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

Performance Objective 5: Warehouse Department: The Campus will ensure that campus/department order requests will be completely processed and delivered within 3 days.

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

Performance Objective 6: Maintenance Department: The Campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

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

Performance Objective 7: Technology Department: The Campus will improve the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

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

Performance Objective 8: Custodial Department: The District will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.

    Evaluation Data Sources: Campus Emergency Operations Plan

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: Police Department: The District will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

    Evaluation Data Sources: TEAMS reports relating to disciplinary records.
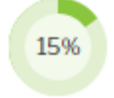
Strategy 1 Details	Reviews			
Strategy 1: Ensure funds are in place to provide campus police and security personnel with the proper equipment to ensure effective communication and safety throughout the campus, including but not limited to supplies and uniforms.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Inventory List
    Staff Responsible for Monitoring: Campus Administration
 	
    Funding Sources: radios - Local (199) - $1,202
	10%	15%	15%	

Strategy 2 Details		Reviews			
Strategy 2: Provide funds to allow campus police and security personnel to attend pertinent trainings/conferences to the safety of the campus, personnel, and students, including but not limited to drug, discipline, restraint trainings, etc. This will include travel expenses, fees, meals, lodging.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
		0%	0%	0%	

Strategy 3 Details		Reviews			
Strategy 3: Provide funds to allow for campus police to escort students to and from athletic and academic events and competitions and monitor local district events. **Staff Responsible for Monitoring:** Campus Administration		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
		0%	0%	0%	

Strategy 4 Details		Reviews			

Strategy 4: Install key-less entry system to the campus to ensure safety. All visitors will be buzzed in.
    Strategy's Expected Result/Impact: Create a safer environment
    Staff Responsible for Monitoring: Campus Administration
 	
    Funding Sources: - Title IV 289 - $8,717
		Formative			**Summative**

		Sept	**Dec**	**Mar**	**June**
		100%	100%	100%	

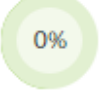| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: Nursing/Health Services: Donna Early College High School will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide all necessary equipment & supplies to efficiently run the nurse's office, including all medical supplies (wheelchairs, epipens, etc.) & technology related supplies. **Strategy's Expected Result/Impact:** Approved Supply & Inventory Lists **Staff Responsible for Monitoring:** Principal, Nurse	Formative			Summative
	Sept	Dec	Mar	June
	35%	75%	85%	

Strategy 2 Details	Reviews			
Strategy 2: Provide funding for nursing staff to attend pertinent and necessary trainings, nurse conferences, & workshops to include transportation, meals, lodging, fees, etc... **Strategy's Expected Result/Impact:** Continuing Education Hours, Certificates of Completion **Staff Responsible for Monitoring:** Principal, Nurse	Formative			Summative
	Sept	Dec	Mar	June
	5%	15%	55%	

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

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 4: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Open enrollment sign in sheets.

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Nutrition/Food Services: DECHS will provide nutritional meals to 100% of all 9-12 students to support academic success.

Evaluation Data Sources: TEAMS BIC and child nutrition reports.

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 6: Student Support Services: Donna Early College High School will ensure our students will be psychologically and emotionally served to proactively prevent the frequency of inappropriate and disruptive behavior.

Evaluation Data Sources: Counseling logs.
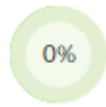
Strategy 1 Details	Reviews			
Strategy 1: Provide funds for Counselor to attend necessary training/conferences/professional development in areas of need to ensure a safe and nurturing school environment which supports academic success, psychological and emotional needs of students, and encouraging positive student behaviors. Trainings include: Fueling Hope (UTRGV) (BG 5), Healthy People 2020 (Region One), Empowering Communities.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease the frequency of inappropriate and disruptive behavior by 20%. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	40%	70%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
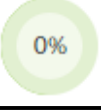
Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

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

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide support services to all pregnant teens and teen parents in the district that receive childcare at the District Day Care Center Wee Little Indians.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: In-take forms, sign-ins **Staff Responsible for Monitoring:** Social Worker, CEHI teacher, Coordinator of PRS, Caregivers, School Nurse	0%	0%	0%	

Strategy 2 Details		Reviews			
Strategy 2: Provide health services related to pregnancy, and provide counseling (academic, mental, and physical) services.		**Formative**			**Summative**
Strategy's Expected Result/Impact: sign-in forms, student records, student health records **Staff Responsible for Monitoring:** Counselor, Nurse, Social Worker, Coordinator		Sept	Dec	Mar	June
		0%	0%	0%	

Strategy 3 Details		Reviews			
Strategy 3: Provide childcare for students' children.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Child attendance and individual applications for childcare **Staff Responsible for Monitoring:** Child Care Center Directors and Caregivers		Sept	Dec	Mar	June
		0%	0%	0%	

Strategy 4 Details		Reviews			
Strategy 4: Provide modified schedule for students to remain eligible for ADA.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselor Logs **Staff Responsible for Monitoring:** Academic and CATE Counselors		Sept	Dec	Mar	June
		0%	0%	0%	

Strategy 5 Details		Reviews			
Strategy 5: Provide case management and service coordination to obtain services from government agencies and community service organization.		**Formative**			**Summative**
Strategy's Expected Result/Impact: intake forms **Staff Responsible for Monitoring:** Life Skills Program for student parents, social worker		Sept	Dec	Mar	June
		0%	0%	0%	

Strategy 6 Details		Reviews			
Strategy 6: Provide funds for staff to attend trainings directly related to the program, to include registration fees and travel.		**Formative**			**Summative**
Strategy's Expected Result/Impact: proof of registration certificates of completion **Staff Responsible for Monitoring:** Child Care Center Director		Sept	Dec	Mar	June
		0%	0%	0%	
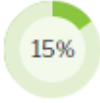
Strategy 7 Details		Reviews			
Strategy 7: Social worker will receive training in Ethics and 20 clock hours in the field of social work.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Training certification and training logs		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Social Worker		0%	0%	0%	

Strategy 8 Details		Reviews			
Strategy 8: Teen parents who have children at district day care center will be given support and advice on parenting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: intake forms		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: social worker, coordinator, child care givers, CEHI teacher		0%	0%	0%	

Strategy 9 Details		Reviews			
Strategy 9: Provide mandatory CEHI Ed. Home Instruction to all eligible pregnant students during prenatal or postpartum period.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
		0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
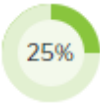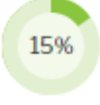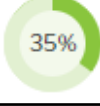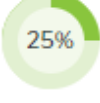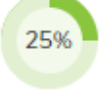
Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.
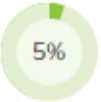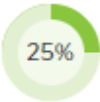
Performance Objective 8: Drop Out Prevention: Students will meet or decrease state dropout percentiles, will meet or exceed state graduation percentiles, and will increase completion rates by 10%

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			

Strategy 1: Provide student support services including, but not limited, to: Counseling, SEL, Drug Education, motivational speakers, Career Day activities, Credit Retrieval Edmentum, STAAR EOC Saturday Academies, Trailer Courses, Summer school for credit recovery, Migrant Program offerings, Life Management Skills, and student resume & work portfolios. (BG 2)
 	
     Strategy's Expected Result/Impact: AEIS, Awards, Recognitions, Transcripts, Grades
     Staff Responsible for Monitoring: Principal, Deans, Counselors
	Formative			Summative

	Sept	Dec	Mar	June
	15%	20%	70%	

Strategy 2 Details	Reviews			

Strategy 2: Provide opportunity for students to take the Credit by Exam with or without prior instruction to make up credits for graduation.
     Strategy's Expected Result/Impact: CBE Rosters, Transcripts
     Staff Responsible for Monitoring: Principal, Deans, Counselors
	Formative			Summative

	Sept	Dec	Mar	June
	15%	20%	60%	

Strategy 3 Details	Reviews			

Strategy 3: Train staff in strategies to be utilized for struggling students, needed interventions, instructional action plans.
     Strategy's Expected Result/Impact: Sign ins, Agendas, Certificates of Completion
     Staff Responsible for Monitoring: Principal and Deans
	Formative			Summative

	Sept	Dec	Mar	June
	15%	25%	55%	

Strategy 4 Details	Reviews			

Strategy 4: Provide non-graduating seniors who have not passed one or more STAAR EOC Assessments and/or who are deficient 3 credits or less, the opportunity to enroll at the 3-D Academy.
     Strategy's Expected Result/Impact: Rosters, Transcripts
     Staff Responsible for Monitoring: Campus Administration and Counselors
	Formative			Summative

	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 5 Details	Reviews			

Strategy 5: Formation of campus based attendance committee
     Strategy's Expected Result/Impact: Enrollment data
     Staff Responsible for Monitoring: Campus Administration & Attendance Staff
	Formative			Summative

	Sept	Dec	Mar	June
	10%	40%	75%	

Strategy 6 Details	Reviews			
Strategy 6: Continue an attendance incentive program for students who attend on a regular basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** Campus Administration	Sept	Dec	Mar	June
	10%	25%	75%	

Strategy 7 Details	Reviews			
Strategy 7: Continue graduation incentives for students who meet completion requirements; senior events, including Senior Splash Day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Rosters. **Staff Responsible for Monitoring:** Campus Administration	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Provide clothing/supplies for identified struggling and underprivileged students, to include Christmas Foundation Wal-Mart Trip.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Roster **Staff Responsible for Monitoring:** Counseling Department	Sept	Dec	Mar	June
	5%	15%	20%	

Strategy 9 Details	Reviews			
Strategy 9: Continue providing students the opportunity to take necessary college entrance exams such as ACT, ACT Aspire, PSAT, TSI, SAT, etc. and provide funds for materials, supplies, and equipment as necessary. (BG 3)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Rosters, Scores **Staff Responsible for Monitoring:** Counseling Department	Sept	Dec	Mar	June
	35%	50%	80%	

Strategy 10 Details	Reviews			
Strategy 10: Provide field trips for At-Risk students to improve student outcomes, college interest, and advocate resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Graduation Rate, Completion Rate, **Staff Responsible for Monitoring:** Principal, Administration, Counseling Dept. **Comprehensive Support Strategy - Additional Targeted Support Strategy**	Sept	Dec	Mar	June
	10%	25%	25%	

Strategy 11 Details	Reviews			
Strategy 11: Provide funds for awards, celebrations, and recognition for student success, to include Honor Roll, Perfect Attendance incentives, and top 20 Banquet. **Strategy's Expected Result/Impact:** Student Roster **Staff Responsible for Monitoring:** Administration, Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
	20%	50%	75%	

Strategy 12 Details	Reviews			
Strategy 12: Provide funds to host/co-host Financial Aid Night and College Day for DECHS students, including dinner for FAFSA representatives. **Strategy's Expected Result/Impact:** Sign-ins, flyers **Staff Responsible for Monitoring:** Administration, Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
	5%	5%	5%	

Strategy 13 Details	Reviews			
Strategy 13: Provide funds to host scholarship recipient celebrations, including Scholarship Night, Top 20 Banquet and Head of the Class. Provide funds to secure and maintain Notary to notarize financial aid applications. **Strategy's Expected Result/Impact:** Rosters & Sign-ins, Agenda, Flyer **Staff Responsible for Monitoring:** Administration, Counseling Department	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 14 Details	Reviews			
Strategy 14: Provide funds for student participation and supplies in community and parental involvement activities to promote safe school environment, such as the DISD Literacy Festival and Parade, to include funds for registration, transportation, meals, etc.	Formative			Summative
	Sept	Dec	Mar	June
	10%	25%	50%	

Strategy 15 Details	Reviews			
Strategy 15: Provide funds to allow for transportation to and from elementary campuses for the DECHS Senior Graduate Walk as appropriate. **Strategy's Expected Result/Impact:** Roster **Staff Responsible for Monitoring:** Administration	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 16 Details		Reviews			
Strategy 16: Provide funds for and allow for fundraising for student clubs and organizations to incorporate activities and new traditions that promote a positive school culture and environment. **Strategy's Expected Result/Impact:** Greater Student Participation Positive School environment **Staff Responsible for Monitoring:** Administration Class Sponsors		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
		10%	30%	70%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: Migrant students will receive enhanced instruction through various models of instruction and instructional resources to meet or exceed the state standards for the STAAR EOC exams.

Targeted or ESF High Priority

Evaluation Data Sources: At least 50% of DECHS migrant students will meet the state standard in English I and II EOC; 55% will meet the state standard in Algebra I EOC, 55% will meet the state standard in Biology, and 50% will meet the state standard in U.S. History. 90% of the students will be promoted/complete grade level requirements by the end of the school year.

Strategy 1 Details		Reviews			
Strategy 1: Identify all eligible migrant students and determine individual needs for instructional and support services that will identify available resources and make referrals to address said needs, dropout prevention program, coordinate with the entities to ensure that the child has access to the appropriate services and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Increase in student state assessment scores and high school credit completion. Student sign-in sheets; home visits; letters to parents; prescriptions; completed surveys **Staff Responsible for Monitoring:** District Migrant Office Recruiters, Migrant Strategists, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
		10%	50%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Coordinate with available programs offering options for credit accrual to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in the promotion and graduation rates as per RDA Standards (Results Driven Accountability) **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	20%	65%	

Strategy 3 Details	Reviews			
Strategy 3: Provide coordination of homework assistance and tools, collaborating with existing programs and organizations to coordinate student access to resources, and providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased grades for each grade reporting period. 3 Wk/6Wk Strategists Reports; Intervention Plans; Benchmark Tracking Document; Home Visitation Reports **Staff Responsible for Monitoring:** Migrant strategists, Edgenuity Teachers, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	10%	35%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a set of strategies for partial and full credit accrual for migrant students with late entry/or early withdrawal.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Students will be on track for graduation credit accrual. Late Entry/Early Withdrawal Policy; Student Sign-in Logs; Transcripts; Edgenuity Reports **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers, Teachers; Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	10%	10%	
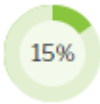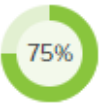
Strategy 5 Details	Reviews			
Strategy 5: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased number of students meeting standard scores of Approaches, Meets, or Masters on state assessments or accruing credits for state graduation. COEs ; Enrollment/Completion reports from Receiving States' Schools **Staff Responsible for Monitoring:** Migrant Strategists; Summer School Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	20%	20%	20%	

Strategy 6 Details	Reviews			
Strategy 6: Develop a PFS Action Plan for serving PFS students before the first day of school. The plan will clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in number of students achieving success on all courses, credit accrual, and state assessments. PFS Action Plan; Monthly PFS Reports; PFS Distribution Logs **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	5%	20%	55%	

Strategy 7 Details	Reviews			
Strategy 7: Offer a variety of alternative methods for credit accrual and recovery, including Edgenuity extended day/Saturdays, by providing: Opportunities for earning credits by exam; use of equipment, space and support staff necessary for successful completion of coursework; offer tuition or fees for summer school, or Credit by exam.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in students being on target for completion of graduation credits. Progress reports; Student list and Students Course Completion Data, Benchmark results; POs; progress reports **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Strategists, Edgenuity Teachers	10%	15%	40%	

Strategy 8 Details				**Reviews**			
Strategy 8: Create a migrant extracurricular club or leadership organization as needed (DECHS Migrant Club) specific to migrant secondary students which meets regularly and is designed to: Help students resolve issues and problems related to late entry and/or early withdrawal; facilitate social engagement with school community; participate in extracurricular/community service activities to enhance student involvement in the community and improve personal academic portfolio; promote citizenship and social awareness.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student involvement. Migrant Club Meeting agendas; Sign-in sheets, travel request forms. **Staff Responsible for Monitoring:** Migrant Strategist; Migrant Director				0%	0%	0%	

Strategy 9 Details				**Reviews**			
Strategy 9: Provide school supplies as required for class projects and as allowed by program guidelines when necessary.				**Formative**			**Summative**
Strategy's Expected Result/Impact: purchase orders, sign-in sheets **Staff Responsible for Monitoring:** Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6				**Sept**	**Dec**	**Mar**	**June**
				40%	65%	85%	

Strategy 10 Details				**Reviews**			
Strategy 10: Prioritize educational and support services for targeted PFS students first before regular migrant students by:Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased achievement Migrant guidelines **Staff Responsible for Monitoring:** Campus administration, migrant counselors and strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6				5%	30%	50%	

Strategy 11 Details				**Reviews**			
Strategy 11: Provide transportation for migrant students for the purpose of providing community service, leadership academies, workshops, conferences and college/ university visits, and after/before school and Saturday tutorials.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased interest in post secondary education and community service. Title -1 C funds, buses, MEP Funded Vehicle **Staff Responsible for Monitoring:** Migrant strategists				0%	0%	0%	

Strategy 12 Details	Reviews			
Strategy 12: Implement strategies to address the following areas in migrant student accountability: decreasing the migrant dropout rate, increasing the migrant graduation rate, increasing the number of seniors taking college entrance exams and assisting students with payment of such exams, and increase STAAR assessment attendance rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Meeting RDA Standards **Staff Responsible for Monitoring:** Migrant strategists, counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college	10%	30%	60%	

Strategy 13 Details	Reviews			
Strategy 13: Provide celebrations, certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year. These include, but are not limited to Migrant Senior Recognition Events, Campus Wide Recognition Assemblies, recognition during district events such as PAC meetings or school board meetings, publishing acknowledgments in District Newsletters, Migrant Club Meetings, Fund Raising Events, etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased Migrant Drop Out Rate. Program Agenda of Events; Purchase Orders, Report Cards, Agendas, Student Lists, Pictures, Newsletters, Articles **Staff Responsible for Monitoring:** Principal, Migrant Strategists, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture	0%	0%	0%	

Strategy 14 Details	Reviews			
Strategy 14: Provide MEO Lab and Edgenuity extended day for content courses to ensure credit accrual and consolidation of credits.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student success in acquiring necessary graduation requirements. Progress Reports, Class Rosters, Grade Reports **Staff Responsible for Monitoring:** Principal, Counselors, Migrant Strategists, **Schoolwide and Targeted Assistance Title I Elements:** 2.6	0%	0%	0%	

Strategy 15 Details	Reviews			
Strategy 15: Project M.U.S.E (Migrant University Summer Experience) that will include credit advancement, college course for measures, and college readiness.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase graduation rate. progress checks, course completion reports **Staff Responsible for Monitoring:** Campus admin, Migrant Strategist	0%	0%	0%	

Strategy 16 Details	Reviews			
Strategy 16: Tutorials by content area teachers including Edgenuity and content support.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement as indicated by grading report periods. Sign-in logs, teacher calls, flyers handed out **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Teachers, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	Sept	Dec	Mar	June
	10%	20%	50%	

Strategy 17 Details	Reviews			
Strategy 17: Issue laptops for research, PowerPoint presentations, and college courses, giving priority to PFS students.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement as indicated by grade reports. Parent Responsibility Forms, Laptop Checkout Forms, Benchmark scores, Improved Grades for Reporting periods, random checks throughout the year **Staff Responsible for Monitoring:** Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 18 Details	Reviews			
Strategy 18: Incorporate various technological approaches to inform staff of the migrant program guidelines and updates.	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of migrant program. Staff Development Presentations and Teacher consults **Staff Responsible for Monitoring:** Migrant Strategists **ESF Levers:** Lever 1: Strong School Leadership and Planning	Sept	Dec	Mar	June
	10%	10%	35%	

Strategy 19 Details	Reviews			
Strategy 19: Facilitate the Texas Success initiative process and assist migrant students with ACT/SAT/PLAN/PSAT/TSI registration.	Formative			Summative
Strategy's Expected Result/Impact: Increase in migrant college readiness. List of Students Testing **Staff Responsible for Monitoring:** Counselor, Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	Sept	Dec	Mar	June
	30%	50%	85%	

Strategy 20 Details	Reviews			
Strategy 20: Provide strategies to assist students in making post-secondary choices, including college/university visits, financial aid workshops, College Assistance Migrant Program, Pathway to Scholarship program, and Texas Success Initiative progress.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase migrant graduation rate and enrollment in post secondary institutions of education. Travel Requests, College Applications **Staff Responsible for Monitoring:** Counselor, Teachers, CATE Director/Supervisor/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college	10%	30%	60%	

Strategy 21 Details	Reviews			
Strategy 21: Assign secondary migrant strategists to coordinate and align proper graduation requirements and guide students for on-time graduation and increase the migrant graduation rate to 90% or higher, and provide academic intervention such as individual counseling presentations to significantly decrease the annual dropout rate.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease the annual dropout rate. Progress reports, progress reports, transcripts, annual graduation rates, annual dropout rates **Staff Responsible for Monitoring:** Principal, Migrant Strategists, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	50%	70%	

Strategy 22 Details	Reviews			
Strategy 22: Ensure migrant students taking the EOC exams are present at testing time by monitoring attendance and providing appropriate interventions, and providing the appropriate remedial courses for failed EOC exams.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased EOC scores and increased percentage of migrant students meeting all graduation requirements. EOC Attendance Reports, student schedules, progress reports, report cards **Staff Responsible for Monitoring:** Counselor, Attendance Clerks, Migrant Strategists, **Schoolwide and Targeted Assistance Title I Elements:** 2.4	0%	20%	70%	

Strategy 23 Details	Reviews			
Strategy 23: Implement core curriculum with district timelines, and integrate Kagan with the district ELA Curriculum, implement thematic units of instruction incorporating hands on activities, experimentation, presentations, and student projects, and schedule migrant LEP students into classrooms providing SIOP methodologies.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased scores on student state assessments. Class Rosters, Department meetings, list of students, benchmark results **Staff Responsible for Monitoring:** Principal, ELA Director, Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	20%	40%	60%	

Strategy 24 Details	Reviews			
Strategy 24: Failure intervention and data analysis, including providing benchmark testing and follow conferencing on student progress, parent calls, teacher consultations, administrator consultations, DAEP visits, home visits, attendance monitoring, letters, notes, student assistance committee, etc.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increased passing scores on state assessment. Increase in migrant graduation rate. Benchmark Results, teacher grade sheets, Classroom assignments, sign-in sheets, student profile sheets, intervention logs **Staff Responsible for Monitoring:** Principal, Teachers, Counselors, Migrant Strategists, Parents **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.2 - **ESF Levers:** Lever 5: Effective Instruction	15%	50%	75%	

Strategy 25 Details	Reviews			
Strategy 25: Review transcripts to ensure migrant students are on track for graduation and implement credit consolidation, credit recovery, credit accrual, and schedule credit deficient migrant students in to Migrant Education Options Lab.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: MEO Prescription and lab reports, sign-in sheets **Staff Responsible for Monitoring:** Counselor, Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	35%	75%	
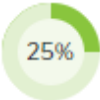
Strategy 26 Details	Reviews			
Strategy 26: Provide funds to purchase supplies to migrant staff in order to operate migrant classrooms and offices from warehouse or approved vendors, including but not limited to pencils, paper, markers, posters, glue sticks, desks, chairs, filing cabinets, shredder, shelves, science equipment, etc.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase efficiency in addressing migrant concerns, credits, graduation requirements, and interventions. Purchase Orders **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Strategists, MEO Lab, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	0%	40%	80%	

Strategy 27 Details	Reviews			
Strategy 27: Provide for ongoing Staff Development for MEO teachers and Migrant staff in the core areas, program guidelines, and student initiatives, including but not limited to Abydos, , CAST, Region One Trainings, etc.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Improved instructional practices targeted at migrant student success. Sign-in sheets for department meetings, associations, newsletters, registrations **Staff Responsible for Monitoring:** Principal, Federal Programs Director, Department Heads, Central Office **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%	0%	0%	

Strategy 28 Details	Reviews			
Strategy 28: Inform parents on the financial aid process, college admissions process, and migrant program updates.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase number of migrant students who pursue a postsecondary education flyers sent out, Financial Aid Night **Staff Responsible for Monitoring:** Counselors, Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	0%	0%	0%	

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

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

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

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Continue providing supplies/ equipment/fees/meals/ travel lodging for students to be successful in fine arts courses and competitions for all fine arts programs, including but not limited to Art Supplies,Uniforms, Instruments, Competition Fees, Meals, Travel and Lodging, Registration Fees for Students and staff, software, cameras and lenses, and repairs. **Strategy's Expected Result/Impact:** Student Participation List **Staff Responsible for Monitoring:** Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	20%	

Strategy 2 Details	Reviews			
Strategy 2: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents and Community. Provide Refreshments, Costumes, Sets, Music, Video, Audio, Technology Equipment, Consultants, etc...to facilitate events. **Strategy's Expected Result/Impact:** Exhibits & Recitals **Staff Responsible for Monitoring:** Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
	10%	25%	55%	

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for Fine Arts staff to attend trainings/ conferences in respective areas of need. Including: TMEA, TCDA, TBA, TDA, TAEA, TETA, Thespians, etc. Provide funds for outside consultants to support Fine Arts Curriculum. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Fine Arts Director	Formative			Summative
	Sept	Dec	Mar	June
	15%	30%	50%	

Strategy 4 Details	Reviews			
Strategy 4: Schedule recognition activities for student performances and student incentives for fine arts clubs and organizations, including but not limited to, the Art Club, End of Year Banquet, Mariachi Performances, inclusive of all Fine Art Programs, etc. **Strategy's Expected Result/Impact:** Student Participation List **Staff Responsible for Monitoring:** Fine Arts Director and Staff	Formative			Summative
	Sept	Dec	Mar	June
	10%	25%	25%	

Strategy 5 Details			Reviews			
Strategy 5: Provide resources to support competitions and try outs hosted including judges fees and other necessary supplies, including allowing for all Fine Art Clubs to fund raise for club shirts, competition registration, field trips, and supplies.			Formative			**Summative**
			Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Participation Lists Final Results Lists **Staff Responsible for Monitoring:** Fine Arts Director and Staff			20%	35%	70%	

Strategy 6 Details			Reviews			
Strategy 6: Allow for the all Fine Arts Clubs and Organizations to fund raise for club shirts, competition registration, field trips, and supplies.			Formative			**Summative**
			Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Participation Lists Inventory Lists **Staff Responsible for Monitoring:** Fine Arts Staff			15%	40%	70%	

Strategy 7 Details			Reviews			
Strategy 7: Allow for transportation to and from different venues and events for educational, fund-raising, and community service opportunities, including Rio Reforestation.			Formative			**Summative**
			Sept	Dec	Mar	June
Strategy's Expected Result/Impact: awareness community awareness **Staff Responsible for Monitoring:** campus administration art teachers			0%	0%	0%	

Strategy 8 Details			Reviews			
Strategy 8: Allow funds for the purchase of materials, supplies, equipment and storage to effectively instruct students, including pottery supplies, kiln supplies, technology, etc.			Formative			**Summative**
			Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration Art Teachers			35%	60%	85%	

Strategy 9 Details			Reviews			
Strategy 9: Provide trainings and staff development in CPR, First Aid, and AED skills.			Formative			**Summative**
			Sept	Dec	Mar	June
Strategy's Expected Result/Impact: CPR Certification **Staff Responsible for Monitoring:** Campus Administration, Fine Arts Coordinator/Director			0%	0%	0%	

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

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

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

Targeted or ESF High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Collect fitness data for all students enrolled in PE/Health using FITNESSGRAM.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Annual Fitness Gram Data		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus PE Teachers and Department Chairs		0%	0%	0%	

Strategy 2 Details		Reviews			
Strategy 2: Schedule students into appropriate and required PE and Health courses, according to students' grad plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Transcripts, Credits, Grades		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Counselor		50%	55%	60%	

Strategy 3 Details		Reviews			
Strategy 3: Provide funds to purchase CPR/First Aid/AED Training DVDs and participant manuals/CPR certification, PE Uniforms, locks for lockers, PE equipment for students and staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: CPR Certification for all students.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal		10%	10%	10%	

Strategy 4 Details	Reviews			
Strategy 4: Provide trainings and staff development in Fitness Gram, CPR, First Aid, and AED skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign ins, Agendas, Certificates of Completion	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Athletic Coordinator, Principal, Department Chair	0%	0%	0%	

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

Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 12: Athletics: Students will compete in local, area, regional and state competitions in all individual and team sports at zoned campus accordingly.

   Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies, equipment, fees, meals, and travel for participating students to be successful in athletic courses and competitions for all sports, including basketball, volleyball, soccer, cheer, Teepee crew, etc. This is to include: athletic supplies, uniforms, sports equipment, competition fees, meals, travel and lodging, registration fees for students and staff, maintenance supplies, athletic facilities, software, etc.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: student participation lists	0%	0%	0%	
Staff Responsible for Monitoring: Athletic director cheer sponsor				
Strategy 2 Details	Reviews			
Strategy 2: Provide funds for all athletic & cheerleading staff to attend trainings/conferences to keep up to date with current UIL side by side rules, CPR/AED, Fitness Gram training, etc. .	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Student Rosters	0%	0%	0%	
Staff Responsible for Monitoring: Athletic Director				

Strategy 3 Details		Reviews			

Strategy 3: Provide funds for activities and ceremonies recognizing students for their achievements & provide opportunities for parents to attend special student recognition events, including Parent's Night.
    Strategy's Expected Result/Impact: Parent Sign-in Sheets, participation lists
    Staff Responsible for Monitoring: Athletic Director
		Formative			**Summative**

		Sept	**Dec**	**Mar**	**June**
		0%	0%	0%	

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

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

Performance Objective 1: DLPAC: The Campus will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

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

Campus Funding Summary

State Comp.(164)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	$300.00

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	TSI exams		$813.75
3	10	2	AVID Contract/Site Agreement		$8,689.00
4	1	9	office supplies		$209.01
4	3	1	Biometric Clock		$1,395.00
5	2	1	radios		$1,202.00
				Sub-Total	$12,308.76
				Budgeted Fund Source Amount	$71,858.00
				+/- Difference	$59,549.24

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	12	Student Chromebooks	211.11.6399.00.009.24.0.ON	$21,000.00
2	7	12	One Touch flat panel boards	211.11.6395.00.915.24.0.00	$287,784.00
				Sub-Total	$308,784.00
				Budgeted Fund Source Amount	$6,367.00
				+/- Difference	-$302,417.00

Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	5			$376.00
				Sub-Total	$376.00
				Budgeted Fund Source Amount	$990.00
				+/- Difference	$614.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$301.00
				+/- Difference	$301.00

Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	4			$8,717.00
				Sub-Total	$8,717.00
				Budgeted Fund Source Amount	$10,800.00
				+/- Difference	$2,083.00
				Grand Total Budgeted	$90,616.00
				Grand Total Spent	$330,185.76
				+/- Difference	-$239,569.76

Addendums