

Donna Independent School District
Donna High School
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

The vision of Donna ISD is to be a bold district at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state, and nation.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:
 - provide a vertically aligned rigorous curriculum (PK-16).
 - provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
 - provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.
2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:
 - attract and retain highly qualified staff.
 - provide ongoing targeted staff development.
 - provide the most current research-based and state of the art instructional resources.
3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:
 - provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
 - afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
 - provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources
4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:
 - enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

- provide security measures at all campuses to establish a learning climate of mutual respect.
- ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

5. We believe that our school district must be a model for sound fiscal responsibility and integrity. As a result, we are determined to:

- establish policies and procedures to promote ethical practices in all areas of fiscal management.
- provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
- provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to:

- Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.
- accommodate parents' work schedules when creating parent involvement opportunities.
- Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).

7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to:

- involve community members by inviting them to serve on school and district committees.
- develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.
- ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.

8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined to:

- work as unified team to find solutions to the district's most pressing issues.
- require that every project specify the persons responsible to facilitate proper coordination of efforts.
- develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

Enrollment numbers indicate the number of students attending school, its courses, and performance growth. It determines the funding for the district. The district's enrollment numbers are projected to be higher than last year's. Enrollment for 2022-2023 was 2,017 students.

- The total enrollment from previous years:

2022-2023 we had 2,095 students

2021-2022 we had 1,956 students

2020-2021 we had 2,042 students

2019-2020 we had 2,094 students

2. What is the breakdown by ethnicity, gender, or other categories?

Hispanic 99.7%

White .2%

Asian .1%

Male 51.1%

Female 48.9%

Economically Disadvantaged 90%

Non-Educationally Disadvantaged 10%

Section 504 Students 5.2%

EB Students/EL 42.2%

Students w/ Disciplinary Placements (2021-22) 0.1%

Students w/ Dyslexia	0.9%
Homeless	3.3%
Immigrant	1.3%
Migrant	4.1%
Title I	100%
At-Risk	73.2%

3. How has enrollment changed over the past three years?

Enrollment has been maintained every academic year by a few students. In 2018-2019, the enrollment count was 2046; enrollment for 2019-2020 was 2094; enrollment count for 2020-2021 was 2042; registration for 2021-2022 was 1956; and enrollment for 2022-2023 was 2095. Overall, enrollment numbers have been consistent throughout the years.

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

Based on the campus demographics report for 2022-2023, here is the breakdown by program:

- Special Education count: 221
- Career and Technology CTE: 1,254
- Gifted and Talented: 265
- Emergent Bilingual Students: 817
- Migrant: 106
- Immigrant: 23
- Economically Disadvantaged: 1,773
- Title 1: 1,936
- ESL: 817
- At Risk: 1,472
- Total Homeless: 65
- Total Students with Dyslexia: 18

We saw a slight increase in Emergent Bilinguals, Recent Immigrants, ESL, At-Risk, Homeless, and students with Dyslexia. We also saw a decrease in Special Education, GT, Migrant, and Eco Disadvantaged students.

5. What is the data for special programs over time?

In 2022-2023 school year, the participation was 82% showing a substantial decline in participation probably a residual effect of the quarantine/lockdown. Special Ed and Migrant participation have shown a similar decrease.

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?

- Data reflects that students in these special programs must meet specific criteria to exit from these special programs. When it comes to special education, for instance, a student must have met all EOC standards as well as be passing their classes independently. Students also have ARD meetings indicating whether there is an educational need; data for a student is reviewed, and the committee makes a decision. 504 students go through a similar process of exiting as well; they must master all EOC assessments and succeed in the classroom to graduate.
- To exit the program, a student with EB or EL status must score an Advance High in each of the four domains, Listening, Speaking, Reading, and Writing, within their TELPAS exam. They also need a teacher evaluation from their current English teacher of record. On top of that freshmen must pass English 1 EOC, sophomores English II EOC and Juniors/Seniors must pass the IOWA Form F in Reading/Language with a 10 percentile or above.
- The trend within these special programs has been that students will not exit unless they meet these specific criteria or graduate/drop out. Over the past few years, students have exited these special programs for various reasons such as Environmental Change, Pass/Fail EOC or TELPAS, Change of Endorsement, Career/Personal interest evolving over time, or just other diagnostic indicators. The number of students within these special programs seems to be increasing each year, consistent with the number of students taking the EOC.

7. Who are our at-risk students? What is their at-risk category?

- Based on current data, academic assessments, and grades, 72% of our student population at Donna High School is classified as At-Risk.

Our percentages have been decreasing over the past four years, with a slight increase last year.

- **Based on the most current TAPR 2021-2022:** 1431 students 73.2%, **2020-2021:** 1378 students 67.48%, **2019-2020:** 1490 students 71.16%, **2018-2019:** 1503 students 73.46%
- A student must meet one of the 14 indicators to be categorized as AT RISK. The 14th indicator was recently added.
 - 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, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered 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 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 grades 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 an alternative education program following TEC §37.006 during the preceding or current school year;
 - Has been expelled following TEC §37.007 during the prior or current school year; is currently on parole, probation, deferred prosecution, or another 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 by 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.
- At-Risk Code 14: Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

8. Who are our Migrant students?

- A "migratory child" is a child or youth not older than 21 years of age who has made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. Migrant enrollment at Donna High School during the 2021-2022 school year was **80** students, which is **4.1%** of the student population, and **106** students in the 2022-2023 school year, which is **5.2%**.

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

- Based on the most current Texas Education Agency 2021-22 Student Information (TAPR) Report, Donna High School had a total of 173 mobile students, making up 8.1%. (See Exhibit 1)
- The stability rate for Donna High School can be calculated by dividing the total amount of students minus the number of students that did not finish the year (261 students as shown on the TAPR under Total Student Attrition) divided by the total student population (1956 students) which equals (See Exhibit 2 for Student Attrition)

$$= (1956-261)/1956 \times 100 = 86.7\%$$

The Mobility rate for Migratory students at Donna High School is the following: Total Number of mobile migratory students (Students with a late entry or an early withdrawal date) Divided by the total number of Migratory Students serviced at DHS throughout the year. = 80 Mobile Migratory Students/173 total Migratory Students = 46% Mobility rate. The stability rate for Migratory Students is an estimation based on possible early withdrawals in the coming weeks. We will probably have 80 Migratory students finish the school year divided by the 100 total students served at DHS equal a 80% stability rate.

- The Migratory student population is highly mobile, almost 4 times more than regular students (46% Migratory vs. 8.1% regular student population).

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

Some students that attend the campus are from the neighboring cities that fall into our district due to the district lines. However, most of our students come from low-income areas surrounding the campus, mainly from the south side of the town.

- Other students come from neighboring school districts, zoned rural subdivisions, *colonias*, and within city limits. Migrant students live outside the city limits, including subdivisions near or on the poverty line.

11. What are the staff demographics?

- The most current information for the teacher demographics was from the TAPR report 2021-22. Recent data indicates we have the following percentages:

African American: 0.0%

Hispanic: 93.7%

White: 5%

American Indian: 0.0%

Asian: 1.3%

Pacific Islander: 0.0%

Two or More Races: 0.0%

Over the past three years (excluding the COVID year of 2019-2020), there has been a slight decrease in the number of Hispanic teachers and an increase in White teachers who work for the campus.

African American: 2018-2019: 0.06%

2017-2018: 0.7%

Hispanic: 2018-2019: 94.1%

2017-2018: 94.6%

White: 2018-2019: 3.3%

2017-2018: 2.7%

American Indian: 2018-2019: 2.0%

2017-2018: 0.0%

Asian: 2018-2019: 2%

2017-2018: 0.0%

Male:

2021-2022: 49.2%

2018-2019: 48.6%

2017-2018: 50.3%

Female:

2021-2022: 50.8%

2018-2019: 48.6%

2017-2018: 50.3%

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

- (*Student Learning) The student/teacher ratio in 2021-2022 of 12:7 is lower than the Texas state level of 14:6. A lower ratio will lighten the workload for teachers, enabling them to focus on the QUALITY rather than the QUANTITY of their teaching and grading. In a smaller group, students are more likely to feel comfortable voicing their opinions, asking questions, and making their needs known. Students continue to struggle in certain areas of the STAAR assessments as well as AP, TSI, and ACT exams.

13. 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, Content area, and ESL certification are required for teachers.

- Current data is unavailable, but data 2021-2022 TAPR indicates, 1.9% of teachers had no degree, 74% had a Bachelor, 22.9% had a Master, and 1.1% had a Doctorate. This data reflects a decrease in teachers with no certification by 0.6%, a decrease in teachers with a Bachelor's degree by 3.1%, an increase in teachers with a Master's by 3%, and an increase in teachers with a Doctorate by 1%.
- In both years, teachers have slightly increased in the years of experience by subgroups (1-5, 6-10, and 11-20).
- The district provides incentives to hire highly qualified teachers, like Stipends, to be nationally board-certified and have a master's degree in their content area. It is implementing the TIA model to incentivize teachers to strive for their best and challenge themselves to bring up student growth.

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

Teachers are "highly qualified," meaning having a bachelor's degree and a certificate in their teaching field. The percentage of teachers that hold a master's degree has increased by 3% in the past year. All teachers undergo an evaluation process to meet district and campus requirements to renew their contracts. The evaluation process consists of teacher walkthroughs (announced and unannounced) and systematic, individualized collaboration between the educator and the evaluator (administrator) to provide continuous support and a plan of action to further student growth.

Demographics Strengths

- Communication between special population departments to help each other track student progress and improve services all around.
- Strong administrative support
- High percentage of Hispanic students enrolled in advanced courses (Dual/Concurrent Enrollment/ AP Courses)
- High level of student participation in special programs
- Significant increase in academic success for students enrolled in special programs
- Licensed Professional Counselor assigned to campus for support
- Teachers provide modified work for special populations.
- Early College Program
- Expansion of AP/CC Curriculum
- Students partake in Advanced/AP/CC/UT OnRamps courses
- Truancy Officer on campus
- TSI Prep Classes/ College Bridge for ELA and Math

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low TSI participation **Root Cause:** Lack of communication and awareness of TSI camps and testing dates with all student populations.

Problem Statement 2 (Prioritized): High retention rates for teachers and students **Root Cause:** Refine the system of support and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.

Problem Statement 3 (Prioritized): 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. 2. Lack of funding for communal events that highlight student achievements. 3. Low participation and completion of CTE and Advanced Academic Programs.

Student Learning

Student Learning Summary

FOCUS QUESTIONS

1. How is the student achievement data disaggregated?

- Six Weeks Exams Benchmarks Semester Exams STAAR Test TELPAS
- Graduation Rate Dropout Rate School Report Cards
- Student Work
- Courses/Class Grades
- Progress Reports

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?

From one source to another, the data seems to suggest that STAAR is a good indicator of how they are doing on EOC and other data sources. Most demographic groups scored below the state level at Master Grade Level in 2022. Aware offers accurate data every Six Weeks and is at the teacher's disposal daily. The data varies in the 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 categories? (*Demographics)

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?

Some students have shown growth during this year that we are back on campus. However, the growth is limited since are trying to close the gap through accelerated instruction. The main concern we have for limited to no growth is the students that have a high number of absences. Also, having students participate regularly in class and or turning in classwork.

The skill levels in CT courses are limited due to most classes needing to be hands-on.

We are maintaining growth concerning the general population. LEP scores are increasing in English and US History. The 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's 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? (*School Process)

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.

The campus implemented a credit recovery program (Edgenuity) to help students recover grades and give them the motivation to continue working in class. Our low 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 benefitting or not? (*Demographics)

Intervention strategies and various programs have promoted student achievement, and progress can be seen. The Edgenuity credit recovery program is helping students, in particular migrant students and failing seniors. Students attending weekly subject tutorials which were scheduled during 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 has 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 Ambassadors, NHS tutorials, and after-school tutorials improve grades and attendance. The intervention programs that are benefitting 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.

The inclusive intervention has a positive impact on student achievement for Special Education populations.

The DHS CIP provides comprehensive research-based support strategies to target goals. These same programs could also be offered to our At-Risk students to get ahead or make up for lost classes due to attendance or deficiencies. Increased funding for these initiatives would help them serve more students.

7. What does the longitudinal student achievement data indicate?

Data indicates results from the 2021 to 2022 school year (2023 are still not available)

There was an increase in English I at the Approaches Performance level from 41% (2021) to 36% (2022) to 47% (2023).

A decrease in English II at the Approaches Performance level from 59% (2021) to 51% (2022) and maintained 51% (2023).

Algebra increased at the Approaches Performance level from 45% (2021) to 58% (2022) to 68% (2023).

Biology increased from 59% (2021) to 68% (2022) to 81% (2023).

US History increased from 83% (2021) to 91% (2022) to 93% (2023).

CTE provides opportunities for all students that are looking to receive certifications before high school graduation. To complete their certification, students must start taking courses

for their certification completion in 10th grade.

STAAR EOC EXAM	2020-2021 Meets %	2021-2022 Meets %	'23 GOAL Meets %	2022-2023* Meets %
ENG 1	22%	24%	27%	29%
ENG 2	41%	35%	35%	32%
ALG	13%	21%	32%	22%
BIO	26%	32%	40%	36%
US HIST	56%	60%	66%	68%

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

A positive trend in every area. Students are improving and mastering content. There was a significant increase in the tested areas of Biology and Algebra. Trailing courses have played a pivotal role in getting students to pass previously failed STAAR exams. PLC's helped consolidate instruction. Intervention measures such as tutors, inclusion teachers, and after-school tutorials helped improve student achievement.

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

Disaggregated data demonstrates the students' strengths and weaknesses at various levels of depth.

When EOC/benchmark 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 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, the previous year's data is key in placing students in the correct AI course 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 lower than the state by 1.7%.

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.? (*Demographics & School Process)

Students at Donna High School are 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, OnRamps, and Early College, are motivated to excel.

CTE courses also provide opportunities for students to earn a certification in their field of choice.

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

The district provides the campus with a standards-aligned, guaranteed, and viable curriculum and scope and sequence.

The district provides access to assessments (Six Weeks Exam, Benchmark, BOY) aligned to the standards and the expected level of rigor.

The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.

The district provides a data assessment platform (Eduphoria, AWARE) to capture assessment data by item and student level.

District policies support the effective use of standards-aligned curricula and assessments.

During the DISD Academic Days, a select few updated 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 every six weeks.

Results from state exams, benchmarks, bundle assessments, and online curriculum pacing, all of which are aligned with STAAR Results, Six Weeks Exams, Benchmarks, and Bundle Tests.

The breakdown of the TEKS on the curriculum. Textbooks are also aligned with the TEKS.

12. How are data used to inform curriculum, instruction, and assessment decisions? (School Process)

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 the re-teaching of the 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 on disaggregated data. Instructional Planning Days are scheduled after each six-week 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

13. 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 areas that need to be targeted for improvement. By following the curriculum provided by the District, teachers can spiral in low achieving TEKS for re-teaching and implementing more summative and formative assessments that challenge student growth.

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

The 21st Century Skills themes are covered through real-life 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 for 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 and extracurricular activities such as UIL, Science Fair, Master Minds, Robotics Club, and several STEM summer institutes. MTTs provide technology and Web 2.0 tools training. Teachers incorporate technology such as Edmodo, Quizziz, Google Docs, Kahoot, Pear Deck, Nearpod, 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, the concept of global awareness, and environmental literacy that is TEKS-specific. 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.

15. 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? (*School Process & Demographics)

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 an Accelerated instruction (AI) class. When students score Master Grade Level, they are enrolled in an Advanced or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC AI class; between a 3775 and 4831 will be scheduled in a regular class, and higher than a 4831 will be scheduled in an Advanced 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 special populations. The impact this has played on this 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.

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 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 curricula 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 are 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, they are very well aligned.

Online platforms for assessments: Quizziz / Kahoot Resilient Best School Practices

16. 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? (*Demographics)

A general improvement in EOC scores shows that the implementation of 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 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 for the family to move frequently interrupts classroom instruction. Also of much help are the small group instruction, Kagan strategies, and cooperative learning manipulatives. Students in need of additional assistance are required to attend mandatory after-school 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, tutorials, and small group testing.

17. How do 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 are 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, a positive learning climate, and higher-order thinking skills.

With the increased use of a laboratory setting, Kagan structures, 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 take place.

Hands-on activities such as laboratory experiments and the use of cooperative learning create a positive learning environment and allow students to be engaged in student-centered activities.

High-level readings/ activities addressed each area of need.

Benchmarks, Bundle Tests, and Data Comparisons identify and target these needs.

Students can investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs.

Utilizing instructional technology in the classroom allows students to search for answers and utilize online resources to complete their assignments.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measuring 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 AI classes, regular classes, or advanced core classes.

Assignments, quizzes, and bundle tests are aligned with specific expectations of district and state standards. They are developed with alignment to the TEKS by district curriculum writers, strategists 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-week exams, semester exams, and EOCs.

Although the curriculum is strategically created, at times, the achievement expectations can be difficult to realize because there is not enough time allotted for mastery of each skill.

19. How do we know assessments are designed, developed, and used fairly and equitably that eliminate biases? How do students perceive these assessments?

Bundle assessments are district-made and double-checked by faculty/staff within the district. Teachers follow district standards that 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 the curriculum and student performance.

Through online learning, a lockdown browser is used for assessments.

The majority of students perceive online assessments as challenging but crucial to their learning to succeed in their own education.

20. 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 what was not mastered from the previous bundles into the new curriculum.

Although standardized testing currently provides us with useful data, changes need to be made to ensure that students in special populations who qualify have access to supplemental aids during testing (depending on qualifications/committee decision: ARD/RTI/504/LPAC)

We receive immediate feedback via quizzes/assignments. However, this info is limited to only the students that consistently present and participate. We need a separate method/system to make check standards for students we do not regularly interact with and have high absence rates.

21. What technology do we have for student learning? (*School Process)

WIFI TOWERS

Internet Hotspots for students' use.

ONE Chromebook PER STUDENT w/ needed software 1-to-1 device for students.

TEACHER LAPTOPS

IPads/Tablets

XP-Pen / equivalent writing Tablets

Course Specific Software that shows/guides students with Teacher Smart Music Software

Finale Music Creation Audacity

SolidWorks Tinker CAD More per subject

One touch screen per teacher/classroom

22. What is the technology proficiency for staff and students? (*School Process & Demographics)-What surveys or data do we have to support or prove the following statements?

Tech. Proficiency for Staff

The majority of the staff is computer literate in Google Classroom

Quizizz, Edpuzzle, Kahoot, etc. currently in use for regular student interaction

Tech. Proficiency for Student Same as Staff

Required Training / Training wanted: One touch screen

How-to Training: Order Material Travel Conference

implement and use mitigation plans

transfer grades quickly from other platforms to TEAMS

TEAMS: Attendance, Grades, Grade Change, how to view student transcript (core/counselors)/Data

- Technology Proficiency for Staff

The majority of faculty and staff are computer literate. Most teachers utilize Google Classroom, Quiziz, Kahoot, Edpuzzle, and other online platforms for instruction, student activities, and submission of work.

- Technology Proficiency for Students

Students' tech proficiency also remains high among stakeholders. Each student is accommodated with a Chromebook. Multiple locations around campus and the community make technology readily available to most students.

- Professional Development

Many different learning opportunities for teachers and students occur throughout the year. For example, teachers must receive ongoing professional development in technology. T-Tess also incorporates technology in its framework and rubric. Teachers are highly encouraged to utilize technology. Each year a TEAMS refresher is offered for new and returning teachers for assistance with attendance, grades, grade changes, retrieving transcripts, and viewing multiple sources of data.

Students receive ongoing support for technology in a variety of ways. Primarily through classroom instruction and participation in various programs on campus, such as Career & Technology Education (CTE) and Edgenuity.

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

Limited knowledge/experience using technology. Not having clear examples of the technology.

Network bandwidth speed and consistency. Lack of troubleshooting experience.

24. What types of technology professional development have we provided? What was the impact on staff and students?

Intro to Google Classroom: Effective

Eduphoria: Effective

Analysis of student data: Mixed Effectiveness

SuccessEd/ Updating RTI: Effective in helping teachers plan for upcoming lessons and promote student success.

FlipGrid: Effective in helping student interaction and Student Success!

SmartMusic: Effective in student Interaction - Fine Arts – Music

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

- All Core subjects use technology for daily interactions. Google Classroom is used in every class for students to receive updates on assignments and activities that are happening in and outside of the classroom.
 - Students are responsible for their grades in class by turning in assignments and completing them in a timely manner
 - The teacher assigns multiple assignments throughout the week, and students are expected to complete them; if not completed, their grades will be affected
 - Introducing new topics through educational technology can integrate real-world applications in the classroom
 - Showing students videos or using online resources to explain new material gives the students an opportunity to understand it from a different perspective
 - Using technology supports different types of learners
 - Engaging networks such Pear Deck, Google Classroom, Brain Pop, PBS, Quizizz, etc. help instructors discover which teaching styles work best to identify students' needs.
 - Testing and Quizzes in the classroom
 - Eduphoria is used to grade and check where the students might be having difficulty. Teachers receive the grades and use them to plan whether or not they need to reteach or continue with the next topic
- Incorporating technology in the classrooms has the potential to increase student motivation, social interaction, positive outcomes, enhance student learning, and benefit the teachers.
- Using technology can cause cheating if students are not being overseen by the teacher. A way to prevent cheating would be to use GoGuardian.
- Unequal access to technology is a factor most students face due to them not being able to receive a Chromebook or not having proper internet access
- Though technology allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.

26. How does the design of the network provide support for the users?

- The design of the DISD network makes communication easier with teachers, administrators, and parents. Having fast internet allows teachers to search videos for their lessons and provide student engagement. It keeps students on task and is student-centered. If there are network/internet issues, they are usually resolved quickly.
- The current network still needs improvement. The network does not fully support all its users adequately; its use is limited. At times, the infrastructure causes the system to slow down. 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. The infrastructure causes the system to slow down.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation?

Teachers are able to monitor the assessments and differentiate instruction to meet students' individual needs. Teachers are able to access resources, timelines, and other materials through the curriculum and collaborate on SharePoint.

We use Technology for Instructional planning, actual Instruction, Printing, and displaying instructional material. Technology is also being used for student assessments and for daily grades. Everything is kept digitally in Eduphoria, which is an effective record-keeping system. However, it is clunky and could be better streamlined so that teachers can take attendance, grade, and lesson-plan quickly and easily in a single place.

Technology needs to be more user-friendly, so teachers/curriculum/assessments can be more effective.

Student Learning Strengths

1. What are some strengths of C&I model?

Teachers are implementing the Gradual release model.

C & I Dept redesigned the curriculum (2022-2023 school year)

The Instructional Leadership Team provides support to all teachers and staff. Lead teachers are an extension of the Administrative team and provide additional guidance and support to all teachers.

2. What needs refinement?

- Admin presence during PLCs

- Complete curriculum changes further in advance of the content being taught
- Provide curriculum feedback by department to C&I Directors/Strategists

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Problem Statement 1: English 1, Algebra, and Biology EOC scores need improvement. **Root Cause:** Teachers are not consistently ensuring student mastery of content at the conclusion of each lesson which is negatively impacting student learning outcomes.

Problem Statement 2 (Prioritized): Low student participation in AP exams **Root Cause:** Lack of awareness and follow-up on behalf of teachers and administrators

Problem Statement 3 (Prioritized): High retention rates for teachers and students **Root Cause:** Refine the system of support and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.

Problem Statement 4 (Prioritized): Low TSI participation **Root Cause:** Lack of communication and awareness of TSI camps and testing dates with all student populations.

School Processes & Programs

School Processes & Programs Summary

FOCUS QUESTIONS

1. How is 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 (PLC), administrators have an opportunity to address teacher performance with a larger group.

2. How are we recruiting highly qualified and effective staff? (Demographics)

- To recruit highly qualified staff, the district advertises job openings on the district webpage, region 1 ESC, and networks with the current staff and administration.
- The district offers incentive stipends to recruit highly qualified teachers. Such as teacher sign-on bonuses for high-demand subject areas, content-specific stipends for high-demand areas, graduate degree stipends, and National Board-certified stipends.

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

- According to data, 17.3% of teachers were veteran teachers with over 20 years of experience, 28.1% have 11-20 years of experience, and 20.9% have 6-10 years of experience, and 27.4% 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 a high rate.

4. How is highly effective staff assigned to work with the highest-need students? (*Demographics & Student Learning)

- Administrators, lead teachers, 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.
- Additionally, training is provided to meet the academic needs of students and engagement.

5. 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 can use their mentor teachers as valuable resources throughout their first year in the profession.
- New teachers are provided with a PLC period so that they may plan/interact/collaborate with peers.
- New teachers are also placed into a new teacher academy where a campus administrator assists them in the development of their first year.

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

- The new staff is supported by the assignment of mentors and supervisors. The new staff can provide feedback through core-area common planning, surveys, and conferences with their mentors or administration. Common grade level and core area planning provide additional support with lesson planning, policies, and student discipline. A New Teacher Academy is provided throughout the year; meetings are held at least once every six weeks during lunch. Food, assistance, and mini-training are held during this time. At the district level, a new teacher orientation symposium is held.

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

- Data from TAPR (Texas Academic Performance Report) - CCMR, STAAR results, etc.
- Results Driven Accountability - Special Populations

8. How are we using data to determine professional development for staff? (Student Learning*)**

- Six Weeks Bundles
- Benchmarks
- Grade Reports/Data to target prof. development based on reports generated by student demographics. Reviewing student demographics to the target student area of need.
- Teacher created assessments

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

- Department surveys of possible professional development sessions.
- Campus Needs Assessment

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

- **Edgenuity.** Implementation is monitored through the Edgenuity management system and administrative walkthroughs. The impact is an increase in student achievement, attainment of credits, and flexible options for learning. Follow-ups are done with subsequent training and support meetings.
- **Content-Based Professional Development** -- CTE, SpEd (Least Restrictive Environment), PLAAFPs
- **PBIS - Positive Behavior Intervention System (under Mr. Gomez)** - Tier System; Resilient Schools Support Program (RSSP) & SEL under PBIS
- **SEL - Social Emotional Learning & Self-Care Strategies, Mindfulness, Character Traits.** Presented by Child Mental Health Specialist
- **Safe Schools Training - online training** -- Cybersecurity, Title IX, Human Trafficking, Coronavirus Awareness, FERPA, Suicide Prevention, HIPAA
- **GT Trainings.**
- **EOC Trainings.**
- **AP & Pre-AP Institutes.**
- **Regional Subject-Area Conferences.**
- **AVID Training.**
- **TSTEM/Early College Training**
- **UT ONRAMPS Fall, Spring & Summer Institutes**

11. What evidence exists that families and community members are involved in meaningful activities that support student learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (Demographics & Student Learning*)**

- **CTE Advisory Committee.** Members include business community members, school district personnel representing different subject areas, a parent, a student, and other community partners, including STC and Workforce Solutions. The committee meets twice a year (Fall and Spring) to discuss and review CTE programs and give expert advice and opinions to guide the development of programs that would prepare students to transition into postsecondary and 21st-century career opportunities for in-demand, high-skill, and high-wage jobs. More CTE programs have been added in recent years and growth is evident through a large number of student enrollment and Industry-based certifications that are earned by students. CTE is available for all students regardless of demographics.
- **Dual Credit Student/Parent Informational Meetings.** Meetings are held for both students and parents regarding dual credit programs, their requirements, and services provided by the IHE to help support student learning. Parents of students interested in the programs are involved. We have seen an increase in the number of students who participate in dual credit programs, either academic or CTE through STC or UT-OR.
- **Parent Educator Meetings/Classes.** Parents can attend sessions through the Parent and Family Learning Academy. Parents attend monthly meetings hosted by the Parental Involvement Department to gain information and learn about resources to help their families and support their children.
- **Parent Volunteers.** Parents can volunteer through the Parental Involvement Department. Parent volunteers provide daycare for department meetings.
- **Family and Community Organizational Scholarship Awards/Leadership Activities.** Scholarship Opportunities provided by families and community members; ie. Quarterback Club, Band Boosters, Local Businesses/Organizations support the advancement of student learning. Organizations like the Rotary Club also sponsor leadership

conferences for students; ie. RYLA (Rotary Youth Leadership Awards program) develops leadership training in problem-solving and decision-making. Students working towards possible scholarship opportunities and those who have leadership training usually maintain passing standards in school to participate in programs.

- **TSTEM Advisory Board.** Members include business community members and school district personnel.
- **Transition Fairs for Senior Students** - Community members, ie. Workforce Solutions provide information to students and parents about their services for continual student learning post-secondary.
- **Parent and Student Representation on CLPAC and DLPAC.**

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

- Families and community members can attend school board meetings and voice concerns.
- Families and community members can participate in surveys set up by the campus and/or district.
- Representation from families and community members are invited to join district committees to explore school-wide issues and initiatives; ie. Lead and Learn Safely and Strategic Design Framework.
- PTO - Parent Teacher Organization - raise funds for schools, programs, teacher recognition, student/family needs

13. 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. Advisory through the counseling department is offered to parents and students. Parent-teacher conferences also support students and parents.
- The Parent and Family Engagement Program (Parent Center) is available for parents as well. The Parent and Family Engagement Program (Parent Center) at Donna ISD is committed to providing opportunities for parents to become partners in education. (Health Clinics, Nutritional Classes, etc.)
- Social Worker Liaison
- The campus encourages parents to be active as parent volunteers and advises parents of events open to the community which requires student and parental involvement, such as literacy parades, pep rallies, and parents' night.
- Texas A&M Agriculture Extension- The Texas A&M AgriLife Extension Service is a unique education agency that provides programs, tools, and resources on a local and statewide level that teach people improved agriculture and food production, advanced health practices, environmental protection, economic, and youth programs.

14. If families speak languages other than English, what are these languages? How does the school communicate in those languages? (*Demographics)

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

15. What types of services are available to support students in special programs? What are the results? (*Demographics and Student Learning)

- Some services available to our students include the Migrant Educational Program, AVID, athletic and band boosters, credit recovery programs such as Edgenuity, LUCHA, Diverse Learners Club for our Special Education population, Telecommunications to parents, and Homebound teacher services.
- Diverse Learners have Teacher Assistants and Inclusion Teachers in the classroom, Migrant students have Migrant Strategists for support services, and MEO is offered to Migrant Students for instructional services. All programs provide reports on student progress, grades, and scores.
- Other available services 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.
- 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' homes of students who have certain cognitive and/or developmental issues.
- The results include increased parental involvement, increased attendance, student achievement, increase student promotion rate to the next grade level, and increase graduation rate.

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

- Community partnerships include AVID, STC, and HEB Feast of Sharing, Food Drive, and Student Council initiatives.
- Homebound teacher services
- Boys and Girls Club, and United Way
- Wal-Mart Fill the Bus with school supplies
- HEB Feast of Sharing
- The city of Donna provides a city park for festivals.
- TSTEM Advisory Board
- CTE Advisory Board
- Dual Enrollment Partnerships with STC, TSTC, RGV College, UT OnRamps, and Early College
- Several businesses allow students to gain experience in a working environment, Walmart Assistance, FFA experience, community involvement with car washes, JROTC helping events.

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

- Comprehensive Needs Assessment is completed to identify the 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.
- 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. Throughout the district and each campus, various committees are formed to advise the various decision-making processes. The committees are intended to advise the decision-making process.
- DISD has provided training 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 training such as T-TESS, STAAR Alt 2, and STAAR Online training for every test administration.
- District and campus administrators show support through the attendance of regular meetings & training, 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 training 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 the previous six weeks' data and plan for the following six weeks.
- Through Covid-19 Crisis, DISD and DHS supported each other to make sure our students had access to technology from home safely and efficiently.

18. What 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 credit opportunities through a traditional schedule system.
- DISD runs reports, analyzes all data, and creates schedules and classes to fit the needs of the students. Results from benchmarks and standardized testing/ assessments are also considered in scheduling the proper classes to meet the needs of each student.
- Students are assigned to classes according to their achievements and needs such as AP/Pre-AP classes, LEP, Special Education, Migrant, etc.)
- Attendance data is obtained daily. Implementation of incentives/reward programs for attendance has been shown to improve attendance in the past. Data has shown that more needs to be done to ensure students are in class.
- Students and teachers work as a single cohesive unit. Teachers implement TEKS into appropriate bundles and students try extremely hard to pass classes.
- 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.
- DHS has gathered information during the COVID -19 crisis as to what technology apps should be implemented in our distance learning. This gives us insight as to what changes should be made to better teach our students from their homes.

19. How is adequate time devoted to subjects in which students perform poorly? (*Student Learning)

- Based on the data from various assessments, students are offered extra support, during their subjects' support classroom during Asynchronous time.
- Students are assigned to trailer courses where 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, Edgenuity, 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.
- Through distance, learning time is a big factor as to how much a student can complete from home.

20. 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 improvement so that teachers can have a larger 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.
- Teachers are provided with staff meeting and department meeting to discuss and voice their opinions as to what benefit the department and how the need can be met as a school. Teachers are also provided surveys to voice their thoughts and opinions about school policies and calendars.

21. 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 yearly, 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 with the department head and strategists to give input.
- At the end of each six weeks, we review data to assess student needs.
- Teachers were given the choice to create their own six weeks exams for the second semester, for non-state-tested subjects.

22. 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. All group 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.
- The school has social media platforms where parents can voice their opinions and concerns, and ask questions, privately and publicly.
- Surveys are sent to parents to see their opinions on certain topics, like re-opening schools and how they feel about sending their children back to campus.

23. 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 training. Summers are often used to update and modify the curriculum for upcoming years by core area teachers based on EOC results. Also, the 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 of the content.
- Bundle reviews and feedback forms/reflections are utilized as well.

- Other evidence includes surveys, teacher feedback, lead teacher/admin walkthrough feedback

School Processes & Programs Strengths

1. New teacher mentor program/New Teacher Academies
2. Common planning period before school
3. Conference and common PLC periods
4. Frequent training and staff development provided in areas of need
5. Teacher attendance incentive
6. Assessments aligned to TEKS
7. Data analysis and immediate feedback on data
8. Student-centered instruction
9. Every teacher has Onetouch Screen with wireless connectivity.
10. Teacher-designed curriculum by grade level/subject.
11. Dual Credit Student/Parent Informational Meetings: AP, CC, and UT OnRamps Courses
12. Professional Learning Communities
13. Easily accessible online curriculum for every subject with texts and activities
14. Curriculum is reviewed and updated every year.
15. Fish Camp/ Student Orientation
16. Parent Center/ Parent Volunteer Program/ Parent Educator Meetings/Classes: Information meetings/ Parent Portal/ Meet the Teacher Night
17. Counselors, parent, and student conferences
18. Special Education Case Managers
19. Homebound teacher services
20. Truancy officer on-campus
21. Lead teacher walkthroughs and feedback help improve instruction. Lead teachers help bridge and improve the communication between admin and staff.
22. Campus Level Planning and Advisory Committee

23. Supportive services for students in special programs
24. Go Center and AVID offer assistance to parents and families with college preparations/questions/ Financial Aid Night
25. Family/community participation/Community parade, Parents Night, Art Show, Chisholm Trail, 5K Fun Run
26. Community service projects (e.g. clubs attending assisted living, etc.)
27. Family & Community Organizational Scholarship Awards/ Leadership activities
28. CTE Advisory Committee: Community partners meet with CTE staff periodically throughout the year.
29. TSTEM Advisory Board: Members include business community members and school district personnel.
30. Multiple opportunities for extracurricular participation, parent involvement, and workforce opportunities
31. Transition Fairs for senior students: Community members, ie. Workforce Solutions provide information to students/parents about services for post-secondary student learning.
32. Communication through Blackboard, and various social media platforms
33. Health Screenings
34. Community partnerships with the City of Donna have allowed for summer recreation programs open to ALL DISD students.
35. All documents/memos sent out to parents and the community are in both English and Spanish.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. 2. Lack of funding for communal events that highlight student achievements. 3. Low participation and completion of CTE and Advanced Academic Programs.

Perceptions

Perceptions Summary

FOCUS QUESTIONS

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

- Students describe the school climate as welcoming, supporting, and encouraging with a sense of belonging. Either virtual or in person, the students have made a positive adjustment to the virtual instruction environment and activities. Teachers are constantly connecting with their students, along with faculty making necessary calls to ensure student success and parent awareness. DHS continues to hold up to high academic standards, through CTE courses, and dual enrollment. Teachers are readily visible and have implemented new strategies in their virtual instruction to help student success.

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

- The evidence that Donna High School is aligned with its vision and mission is that it fosters a professional culture of learning by educators and students. This includes reflection and feedback that helps for continuous improvement toward our visions and student goals. Our leaders are continuously promoting research-based practices to improve student learning. The staff is constantly encouraging students to participate in other academic programs such as AP, STEM, Early College program, CTE, dual enrollment, and OnRamps courses.

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?

- Teachers describe it as a respectful and positive environment. Professionalism is often displayed amongst staff which fosters strong and ethical relationships as well as a strong support group. In return, the positive attitudes between colleagues encourage students to feel a sense of belonging and support for themselves. Teachers can create great student rapport and support students through academic and extracurricular activities.

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

- Students that have a pattern of disciplinary behavior often continue the negative behavior and typically suffer academically. They fall behind in credits due to their poor attendance and often perform poorly in district and state assessments. The implementation of the Positive Behavior Intervention system in the upcoming school year student behavior and staff consistency in the disciplinary system.

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

- Students and staff feel very safe here at Donna High School. The administration team has taken several steps to secure safety on campus with the addition of NightLocks in every classroom and the AXIS Door entry system at each of the major entryways. In response to the Covid-19 pandemic, the campus has implemented the district Learn and Lead Safety plan to closely monitor through the Dr. Owl application, verify temperature checks for students and staff, implementation of remote learning, onsite Covid-19 testing, and provide additional personal protective equipment if needed on campus.

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

- Student expectations are communicated often by teachers, coaches, administrators, etc. However, with a remote learning environment, there are new challenges associated with students meeting these expectations, especially academic expectations. To accommodate a new learning environment, teachers have had to be very flexible and innovative with their instruction. Traditional academic expectations that may have worked in the in-person learning environment may no longer be practical for a remote learning environment. Despite these new challenges, teachers continue to maintain high expectations for learning and behavior. As we transition back to in-person learning, teachers again may have

to examine and update the expectations for their classes.

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

- In a "normal" school year the students that make an effort to participate in the various activities offered at a school are probably the happiest. They will feel a sense of belonging to a group of students with similar interests. Many of these students will fall under athletics and fine arts, as well as, organizations related to career and technology, student council, AVID, and such. These students tend to have fewer attendance issues and tend to have better progress when it comes to academics. Those students are the ones that are satisfied with the school's culture and climate. Due to the pandemic, there was less participation in extracurricular, academic, and fine art activities.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

- The data support the idea that students thrive when the environment is most adequate for learning. In correlation with classroom management and organization, our exam scores are improving. When the curriculum is organized and walkthroughs occur, the students and teachers cooperate and perform better. Classroom management and organization have improved due to the many experienced teachers here at DHS. It keeps the students in the classroom with fewer referrals and more student success and achievement.

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

- Data reflects students who engage in these different lifestyles most often lack academic or parental involvement, direction, and guidance outside of the classroom. At times these students feel unwanted, alone, outsiders or lack a sense of belonging. Donna High School assists counselors, LPC, LSSPs, and outside agencies. The school provides staff drug education content every six weeks to discuss with students in their classroom.

10. 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 for their academic careers. They are highly motivated to improve their academic status 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. Data also shows that these students are Gifted and Talented students with higher objectives and goals. These students are actively involved in school activities such as UIL-sponsored events in which they can achieve personal success. Generally, extracurricular activities tend to promote healthy and effective lifestyles in these students and keep them distracted from other unhealthy activities such as substance abuse and gang-related issues.

11. What are student and staff perceptions of the facilities and the physical environments? What is the impact of the facilities on culture and climate?

- Our campuses have made improvements that have made our students, teachers, administrators, office personnel, and visitors have a positive impact and perception. While it is true that some maintenance is still necessary, our district has made a great effort to make our staff feel comfortable as to what has been accomplished and what projects are underway. But students have mentioned that the campus is outdated and needs improvement in classroom sizes, and certain areas in the main building. In turn, has affected student morale and school spirit.

12. How does staff feel about technology?

- Over the last year, Technology has drastically improved. The staff feels there is a strong necessity to get educators more training on specific technology-based activities, tools, etc. It would be most beneficial for educators to be trained more on new ways to incorporate technology in the classroom and thus, feel more comfortable using it. Staff feels that the district has taken a step in the wrong direction by limiting technology use in the classroom. Furthermore, there are not enough electronic devices (Chromebooks) to accommodate every student on campus.

13. What are student, parent, and community perceptions of the school?

- The priority is to ensure academic excellence for all students is present and alive every day at Donna High School. Overall, students are receiving the best instruction from highly qualified teachers.

Perceptions Strengths

1. Strong culture of collegiality
2. Pride and growing Traditions
3. Students are continuously motivated by a variety of programs that help them gain self-confidence and assurance (AVID, Ambassadors, Early College, etc.)
4. Good environment for learning
5. Student incentives are provided for student achievement
6. Positive school climate on the rise
7. Closed Campus/ Raptor Station for implementation of the safety plan
8. Disciplinary Actions, suspensions, and DAEP placements
9. Student handbook

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. 2. Lack of funding for communal events that highlight student achievements. 3. Low participation and completion of CTE and Advanced Academic Programs.

Priority Problem Statements

Problem Statement 1: Low TSI participation

Root Cause 1: Lack of communication and awareness of TSI camps and testing dates with all student populations.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 2: High retention rates for teachers and students

Root Cause 2: Refine the system of support and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 3: 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. 2. Lack of funding for communal events that highlight student achievements. 3. Low participation and completion of CTE and Advanced Academic Programs.

Root Cause 3:

Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Parent and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Problem Statement 1: English 1, Algebra, and Biology EOC scores need improvement.

Root Cause 4: Teachers are not consistently ensuring student mastery of content at the conclusion of each lesson which is negatively impacting student learning outcomes.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 5: Low student participation in AP exams

Root Cause 5: Lack of awareness and follow-up on behalf of teachers and administrators

Problem Statement 5 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals




Goal 1: Focus On Student Success





Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:







- *Students that meet or exceed grade-level proficiency on STAAR Math will increase from 22% to 60%
- *Students that meet or exceed grade-level proficiency on STAAR Reading will increase from 31% to 60%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 75% to 80%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time by ensuring that teachers complete a daily lesson cycle using the gradual release of responsibility model, which includes: direct teaching, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percentage of teachers completing a full lesson cycle daily will reach 100% by September 30, 2023. Staff Responsible for Monitoring: Campus administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Remaining Balance - Gear Up (274) - 274.11.6399.00.001.24.0.00 - \$22,244.38	Formative			Summative
	Sept	Dec	Mar	June
				











Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 75% to 100%, the use of visual stimuli from 75% to 100%, and utilization of processing tools from 70% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Teacher Supplies - State Comp. (164) - 11.6399.00.001.30.0.00 - \$16,298.40, Teacher Supplies - Title I (211) - \$12,077, Misc. Operating Expense - Title I (211) - \$3,001.41, Snacks for October Parent Meeting - Gear Up (274) - 274.11.6499.00.001.24.0.00 - \$180, Ink Cartridges - Gear Up (274) - 274.11.6300.00.001.24.0.00 - \$1,206, First Tech Challenge National Registration Fees - Gear Up (274) - 274.11.6412.00.001.24.0.00 - \$590, Supplies-warehouse requisition - Title I (211) - 211.11.6399.00.001.24.0.00 - \$6,275.99, Electric Pencil Sharpeners - Gear Up (274) - 274.11.6399.00.001.24.0.00 - \$325, Snacks for student and parent meetings - Gear Up (274) - 274.11.6499.00.001.24.0.00 - \$317, Family activity for Family CTE Tour & Presentation Dec. 7 - Gear Up (274) - 274.11.6499.00.001.24.0.00 - \$296.50, 2 Biology Tutors Dec. 4-Feb. 29, 2024 - Gear Up (274) - 271.11.6125.00.001.24.0.TT - \$4,673.09, Algebra I Electronic Bundle - Gear Up (274) - 274.11.6339.00.001.24.0.00 - \$2,789.25, Chromebooks & Google Licenses - Gear Up (274) - 274.11.6399.00.001.24.0.00 - \$8,000, Chromebook Charging Cart - Gear Up (274) - 274.11.6395.00.001.24.0.00 - \$1,059		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 80% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes, and teacher BOY, MOY, and EOY surveys. Staff Responsible for Monitoring: Campus administration, district leadership, directors, and strategists. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>Staff Responsible for Monitoring: Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
 (<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)
 * Family and Community Engagement Survey Checklist
 (https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
 * surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation









* training sign-in sheets









* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Donna High School will, monitor campus facilities and adhere to the district's five-year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.













Strategy 1 Details	Reviews			
Strategy 1: Donna High School will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Donna High School will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Donna High School will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

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






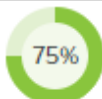
Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Donna High School's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide a safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Donna High School's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Donna High School will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Donna High School will monitor all bus riders, referrals, etc. to ensure students follow bus rules in order for DISD to provide safe transportation for students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Texas Council for Social Studies Conference- Title II - Title II Teacher/Principal (255) - \$3,301.20 , CAST Conference (Science) - Title II Teacher/Principal (255) - \$2,929.43, Counselor Support Academy Registration Fees - Gear Up (274) - 274.13.6239.00.001.24.0.00 - \$350	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify




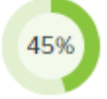








Discontinue









Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 2: 4.2 Donna High School will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

Evaluation Data Sources: District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details		Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA). Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: The entire campus will participate in at least 2 district-wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: The campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will provide prevention activities that help students live above the influence that supports academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug-related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: The campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Voucher - Title I (211) - 211.32.6491.00.001 - \$3,750	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: The campus will provide parents with Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 5: Focus On Financial Stewardship









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

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: Donna High School will ensure fiscal responsibility by attending the annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: Donna High School will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Donna High School will use its campus budget appropriately by expending 10-15% of its budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. Strategy's Expected Result/Impact: Orders, Requisitions, etc. Staff Responsible for Monitoring: Campus Administration Funding Sources: Bus transportation - Project SYSTEMMS 10/13, 11/10, 12/8 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$739.20, Bus transportation - rethINK 10/20 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$221.10, Bus transportation - FESTIVA 11/1 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$255.75, Bus transportation - South Texas College 10/26 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$209.55, Facilitator November Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00 - \$232.62, Bus transportation - Mission Event Center - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$252.45, Facilitators October Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00 - \$75.40, Bus transportation - TSTC Nov 14 & 15 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$432.30, Student meals - TSTC Nov 14 & 15 - Gear Up (274) - 274.11.6412.00.001.24.0.00 - \$222.26, Facilitators December Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00 - \$78.34, Bus transportation - Holiday Inn SPI Dec 1 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$528, Bus transportation - Region One Dec 12 & Feb 27 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$495, Facilitators January Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00 - \$177.62, Bus transportation - TSTC Jan 16 & 23 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$448.80, Bus transportation - UTRGV Jan 26 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$255.75, Student meals - STC Feb 15 - Gear Up (274) - 274.11.6412.00.001.24.0.00 - \$307.54, Bus transportation - STC Feb 15 - Gear Up (274) - 274.11.6494.00.001.24.0.00 - \$221.10	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Alma Gamez	English Teacher
Classroom Teacher	Victor Reyes	English Teacher
Classroom Teacher	Brenda Santana	Math Teacher
Classroom Teacher	Raquel Rodriguez	Math Teacher
Classroom Teacher	Denise Ramirez	Science/CCMR teacher
Classroom Teacher	Alonzo Reyes	Science Teacher
Classroom Teacher	George Hernandez	Social Studies Teacher
Classroom Teacher	Israel Martinez	Social Studies Teacher
Classroom Teacher	Ramiro Leal	ROTC/CTE Teacher
Classroom Teacher	Vanessa Garcia	CTE Teacher
Classroom Teacher	Abraham Garcia	Diverse Learners/Special Education Teacher
Classroom Teacher	Maricela Haro	Elective/ Spanish Teacher
Classroom Teacher	Mindy Bersalona	Elective/ Performing Arts Teacher
Classroom Teacher	Victoria Avila	Elective/ Visual Arts Teacher
Classroom Teacher	Norma Medina	Elective/ AVID Teacher
Non-classroom Professional	Jaime Pena	Campus Non-Teaching Professional
Paraprofessional	Jacinto Alvarez	Campus Non-Teaching Paraprofessional
District-level Professional	Joey Garza	District Non-Teaching Professional
Community Representative	Dalila Rivera	Community Representative
Business Representative	Joey Garza	Business Representative
Administrator	Karla Uvalle-Castro	Co-Chairperson
Administrator	Francisco Cardenas	Co-Chairperson
Administrator	Deborah Medrano	Chairman

Campus Funding Summary

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Supplies	11.6399.00.001.30.0.00	\$16,298.40
Sub-Total					\$16,298.40
Budgeted Fund Source Amount					\$16,298.40
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc. Operating Expense		\$3,001.41
1	1	2	Teacher Supplies		\$12,077.00
1	1	2	Supplies-warehouse requisition	211.11.6399.00.001.24.0.00	\$6,275.99
4	2	7	Clothing Voucher	211.32.6491.00.001	\$3,750.00
Sub-Total					\$25,104.40
Budgeted Fund Source Amount					\$25,104.40
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Texas Council for Social Studies Conference- Title II		\$3,301.20
4	1	1	CAST Conference (Science)		\$2,929.43
Sub-Total					\$6,230.63
Budgeted Fund Source Amount					\$6,230.63
+/- Difference					\$0.00
Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Remaining Balance	274.11.6399.00.001.24.0.00	\$22,244.38
1	1	2	Algebra I Electronic Bundle	274.11.6339.00.001.24.0.00	\$2,789.25
1	1	2	2 Biology Tutors Dec. 4-Feb. 29, 2024	271.11.6125.00.001.24.0.TT	\$4,673.09
1	1	2	Ink Cartridges	274.11.6300.00.001.24.0.00	\$1,206.00

Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Family activity for Family CTE Tour & Presentation Dec. 7	274.11.6499.00.001.24.0.00	\$296.50
1	1	2	Chromebooks & Google Licenses	274.11.6399.00.001.24.0.00	\$8,000.00
1	1	2	First Tech Challenge National Registration Fees	274.11.6412.00.001.24.0.00	\$590.00
1	1	2	Chromebook Charging Cart	274.11.6395.00.001.24.0.00	\$1,059.00
1	1	2	Electric Pencil Sharpeners	274.11.6399.00.001.24.0.00	\$325.00
1	1	2	Snacks for October Parent Meeting	274.11.6499.00.001.24.0.00	\$180.00
1	1	2	Snacks for student and parent meetings	274.11.6499.00.001.24.0.00	\$317.00
4	1	1	Counselor Support Academy Registration Fees	274.13.6239.00.001.24.0.00	\$350.00
5	2	2	Student meals - STC Feb 15	274.11.6412.00.001.24.0.00	\$307.54
5	2	2	Bus transportation - TSTC Jan 16 & 23	274.11.6494.00.001.24.0.00	\$448.80
5	2	2	Bus transportation - STC Feb 15	274.11.6494.00.001.24.0.00	\$221.10
5	2	2	Facilitators January Mileage	274.13.6411.00.001.24.0.00	\$177.62
5	2	2	Bus transportation - Region One Dec 12 & Feb 27	274.11.6494.00.001.24.0.00	\$495.00
5	2	2	Bus transportation - Mission Event Center	274.11.6494.00.001.24.0.00	\$252.45
5	2	2	Bus transportation - TSTC Nov 14 & 15	274.11.6494.00.001.24.0.00	\$432.30
5	2	2	Facilitators December Mileage	274.13.6411.00.001.24.0.00	\$78.34
5	2	2	Facilitator November Mileage	274.13.6411.00.001.24.0.00	\$232.62
5	2	2	Bus transportation - UTRGV Jan 26	274.11.6494.00.001.24.0.00	\$255.75
5	2	2	Facilitators October Mileage	274.13.6411.00.001.24.0.00	\$75.40
5	2	2	Bus transportation - Holiday Inn SPI Dec 1	274.11.6494.00.001.24.0.00	\$528.00
5	2	2	Bus transportation - South Texas College 10/26	274.11.6494.00.001.24.0.00	\$209.55
5	2	2	Student meals - TSTC Nov 14 & 15	274.11.6412.00.001.24.0.00	\$222.26
5	2	2	Bus transportation - Project SYSTEMMS 10/13, 11/10, 12/8	274.11.6494.00.001.24.0.00	\$739.20
5	2	2	Bus transportation - FESTIVA 11/1	274.11.6494.00.001.24.0.00	\$255.75
5	2	2	Bus transportation - rethINK 10/20	274.11.6494.00.001.24.0.00	\$221.10
Sub-Total					\$47,183.00
Budgeted Fund Source Amount					\$47,183.00
+/- Difference					\$0.00
Grand Total Budgeted					\$94,816.43
Grand Total Spent					\$94,816.43

Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00