

Donna Independent School District
Donna High School
2024-2025 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 capacity utilization, demand for programs, trends in student population, financial implications, resource allocation, facilities planning, retention, and student success. At Donna High School, our enrollment numbers are indicative of relative consistency.

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

	22-23			21-22			20-21	
students enrolled	2095			1956			2042	
ethnicity	#	%		#	%		#	%
African American	0	0.00%		0	0.00%		0	0.00%
Hispanic	2086	99.57%		1951	99.74%		2035	99.66%
White	7	0.33%		4	0.20%		7	0.34%
American Indian	0	0.00%		0	0.00%		0	0.00%
Asian	1	0.05%		1	0.05%		0	0.00%
Pacific Islander	0	0.00%		0	0.00%		0	0.00%
Two or More	1	0.05%		0	0.00%		0	0.00%
gender								
male	1013	48.35%		956	48.88%		998	48.87%
female	1082	51.65%		1000	51.12%		1044	51.13%
other categories								
economically disadvantaged	1936	92.41%		1764	90.18%		1868	91.48%
non-educationally disadvantaged	159	7.59%		195	9.97%		174	8.52%
section 504 students	121	5.78%		101	5.16%		107	5.24%
EB students/EL	894	42.67%		829	42.38%		766	37.51%
Students w/DAEP	106	5.06%		3	0.15%		81	3.97%
Students w/dyslexia	21	1.00%		18	0.92%		13	0.64%
foster care	0	0.00%		1	0.05%		0	0.00%
homeless	87	4.15%		65	3.32%		63	3.09%
immigrant	31	1.48%		25	1.28%		19	0.93%
migrant	110	5.25%		80	4.09%		117	5.73%
Title I	2095	100.00%		1956	100.00%		2042	100.00%
military connected	22	1.05%		0	0.00%		0	0.00%
at-risk	1556	74.27%		1431	73.16%		1378	67.48%

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

Enrollment has been maintained every academic year except the 2021-2022 school year. During the 2020-2021 school year, enrollment was at 2042 students. There was a decrease in (-86 students) enrollment from 2042 to 1956 during the 2021-2022 school year. In the 2022-2023 school year, enrollment increased (+139 students) from 1956 to 2095 students.

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

underrepresented in certain groups? Why?

- Student enrollment has increased, with some special programs remaining the same while others are increasing in numbers.
- 2022-23 (TAPR report)
 - Special Education: 249
 - Career and Technology CTE: 1,778
 - Gifted and Talented: 272
 - ELL: 894
 - Migrant: 110
 - Immigrant: 31
 - Economically disadvantaged: 1,936
 - Title 1: 2,095
 - ESL: 885
 - At Risk: 1,556
 - Total Homeless: 87
 - Total Dyslexic: 21

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

Special Programs	2020-2021	2021-2022	2022-2023
Special Education	245 12.0%	232 11.9%	249 11.9%
CTE		1,734 88.7%	1,778 84.9%
GT	289 14.2%	262 13.4%	272 13.0%
ELL	766 37.5%	829 42.4%	894 42.7%
Migrant	117 5.7%	80 4.1%	110 5.3%
Immigrant	19 0.9%	25 1.3%	31 1.5%

Economically Disadvantaged	1,868 91.5%	1,761 90.0%	1,936 92.4%
Title 1	2,042 100.0%	1,956 100.0%	2,095 100.0%
ESL	756 37.0%	817 41.8%	885 42.2%

At Risk	1,378 67.5%	1,431 73.2%	1,556 74.3%
Homeless	63 3.1%	65 3.3%	87 4.2%
Dyslexic	13 0.6%	18 0.9%	21 1.0%

6. What does the data regarding students who exit special programs indicate? 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 also undergo a similar process of exiting; 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 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 I 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 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." (Campus CIP 23-24) Over time, the special programs population enrolled at DHS is increasing. So there is a need for more personnel in these areas.

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

"At-risk" students are typically those who are considered to have a higher probability of failing academically or dropping out of school. The designation "at-risk" can stem from various educational, economic, and social factors. In the context of a high school in an economically challenged city, the term may encompass a broad spectrum of students facing various obstacles. Here are some common categories and factors that might place students in the "at-risk" category in such settings:

1. **Economic Disadvantages:** Students from low-income families may struggle with issues beyond their control, such as insufficient food, lack of access to technology or quiet study spaces, and inability to afford educational materials. Economic pressure can also lead them to prioritize immediate employment over education.
2. **Family Factors:** Students may be at risk if their family environment includes negative influences or lacks support. Factors such as having parents with low educational attainment, high mobility (frequent moving), or experiencing familial disruptions (such as divorce or incarceration of a family member) can contribute to their risk status.
3. **Academic Struggles:** Students who consistently perform below grade level in key subjects like reading, writing, and math are often considered at risk. This might be due to factors including earlier educational deficits, language barriers (for ESL students), or learning disabilities.
4. **Behavioral Issues:** Students who exhibit behavioral issues, including frequent truancy, disciplinary problems in school, or substance abuse, are typically considered at risk. These behaviors can be both a cause and a symptom of other underlying problems.
5. **Mental Health Challenges:** Mental health issues can greatly affect a student's ability to perform well in school. Depression, anxiety, and other mental health disorders can hinder academic performance and social integration, increasing dropout risks.
6. **Lack of Engagement:** Students who show little interest in their schoolwork or who are chronically absent may also be classified as at risk. A lack of engagement can indicate deeper issues, such as feeling alienated at school or inadequate support at home or from peers.

7. Teen Pregnancy: Teen parents face additional challenges in completing their education due to childcare needs, stigma, and other pressures.
8. Homelessness or Unstable Housing: Students who are homeless or in unstable housing situations face extreme difficulties in maintaining regular school attendance and achieving academically.

8. Who are our Migrant students?

Migrant students are children who change schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairy, or the logging industry. According to the TEA, Texas migratory students and their families migrate annually to 36 other states in the country, making Texas home to the largest interstate migrant student population in the United States. The largest concentration of Texas migrant families, approximately 58%, resides in the Rio Grande Valley. 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 2022-2023 school year was 110 snapshot (138 throughout the year) students, which is 5.2% of the student population, and 108 snapshot (131 throughout the year) students in the 2023-2024 school year, which is 5.2%. (Migrant Dept. DHS)

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 2022-23 Student Information (TAPR) Report, Donna High School had a total of 286 mobile students, making up 13.6%. (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 (213 students as shown on the TAPR under Total Student Attrition) divided by the total student population (2095 students) which equals (See Exhibit 2 for Student Attrition) = $[(2095-213)/2095] \times 100 = 89.83\%$. Migrant represents 5.3% of the total DHS population. 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. $80 \text{ Mobile Migratory Students} / 173 \text{ total Migratory Students} = 46\%$ Mobility rate (2023-2024 CIP) = $110 \text{ Mobile Migratory Students} / 131 \text{ total Migratory Students} = 84\%$ 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 Migrant students finish the school year divided by the 100 total students served at DHS, which equals an 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). (2023-2024 CIP)

The stability rate for Migratory Students is an estimation based on possible early withdrawals in the coming weeks. We will probably have 100 Migrant students finish the school year divided by the 131 total students served at DHS, which equals a 76.33% stability rate. The Migratory student population is highly mobile, almost ?? times more than regular students (46% Migratory vs. 8.1% regular student population). (Migrant Dept DHS)

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. (Migrant Dept DHS)

11. What are the staff demographics?

- 56.7% of our staff is female, while 43.4% is male. 95% of the staff is Hispanic, 4% is White, and 1% is Asian. Teachers at Donna High School comprise the largest percentage of the staff at 75.9%. Male Teachers make up 46.3% while female teachers account for 53.8% 14.5% of staff are paraprofessionals, 6% are educational aids, and 3.7% are Administration.
- Teachers of Hispanic origin overwhelmingly represent the school community at 94.8%

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

On average, we have about 1 teacher for every 30 students.

- As of February 2024, we are above target for TSIA Completion with 25.72% completion with a goal of 15%, we are below goal for CCMR completion with 64.42% completion with a goal of 67%, and we are below target for Career Ready with 33.41% completion with a goal of 37%.
- Benchmark scores for 2024 show
 - English I above target at 62 approaches with a goal of 52, above target at 48 meets with a goal of 31, and at target with 5 masters.
 - Algebra I is below target at 78 approaches with a goal of 80, below target at 30 meets with a goal of 32, and below target at 9 masters with a goal of 13.
 - Biology is below target at 80 approaches with a goal of 90, above target at 42 meets with a goal of 40, and below target at 7 masters with a goal of 9.
 - English II is below target at 51 approaches with a goal of 54, below target at 31 meets with a goal of 35, and below target at 28 masters with a goal of 38.
 - U.S. History is below target 91 approaches with a goal of 95, below target at 60 meets with a goal of 70, and below goal at 28 masters with a goal of 38.
- Overall, STAAR EOC testing classes are below target.
- 58% drug-related offenses, 24.1% fighting, 16.7% assaultive/threat offenses, and 1.1% other conduct issues.

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

Most teachers and instructional aides meet the appropriately certified requirements per the Texas Education Agency. General data reflects that most teachers are highly qualified to teach the classes/subject areas assigned to them. The special education paraprofessionals are qualified for their positions.

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

A majority of the teachers and instructional aides meet the appropriately certified requirements as per the Texas Education Agency. General data reflects that most teachers are highly qualified to teach the classes/subject areas assigned to them. The special education paraprofessionals are qualified for their positions.

Demographics Strengths

- 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

- Special program support through the implementation of resource classes
- 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
- Improved implementation of College Bridge classes for TSIA exemption
- TSI Prep Classes/ College Bridge for ELA and Math
- Communication between special population departments to help each other track student progress and improve services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged students continue to struggle academically and with mastery of state assessments **Root Cause:** Students from low-income families may struggle with issues beyond their control, such as insufficient food, lack of access to technology or quiet study spaces, and inability to afford educational materials

Problem Statement 2: Substantial amount of at-risk student population. **Root Cause:** Students who consistently perform below grade level in key subjects like reading, writing, and math are often considered at risk due to Educational deficits, language barriers, or learning disabilities

Student Learning

Student Learning Summary

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

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” (DHS Campus Improvement Plan, 2023).

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 at the 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 the standards set for student achievement (DHS Campus Improvement Plan 2023-2024).

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

Data indicates differences in education attainment, healthcare access, and employment rates. It allows for an understanding of how different groups are affected by studies.

Data indicates that there are improvements for students who are considered at risk, as well as our students from the special programs. This gives us insight into the effectiveness of our current practices, and we can see that improvements have been made for these student populations.

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

We're seeing growth in various areas at different rates and benchmarks. Compared to the previous year, some students have shown improvement, particularly those who thrive in structured environments. However, overall growth remains limited, especially regarding classroom attendance and consistent participation. Electronic devices have been a big distraction factor in maintaining students' focus during class time. There's noticeable progress in subjects like English, US History, Mathematics, and Science. For instance, English Language Proficiency (LEP) scores are rising, and there's an increase in STAAR percentage passing rates in English I and II and US History. Additionally, improvements are evident in STAAR benchmark scores across Mathematics and Science.

Nevertheless, challenges persist, particularly in courses that heavily rely on hands-on learning, where skill development may be hindered by limiting the materials needed to keep the classes engaging. Despite these obstacles, efforts are being made to track and showcase student growth, such as through persuasive and expository writing assessments and the use of student portfolios Exit tickets. While there's progress, there's also a recognition of the need for continued improvement to meet established achievement standards.

5. Which students are making progress? Why?

The different student populations seem to be progressing through different programs used through Donna ISD, particularly Donna High School. It is a collaborative effort from the Administrators' leadership into the vertical and horizontal alignment of teams identifying students' needs through disseminating information gathered from multiple sources tested within the district. These programs reach out to at-risk, Diverse Learners, LEP, and ELL learners in return for making educational, social, and emotional progress strides positively. Our ability to assess and identify these students has provided the ability to address them through the ACE program, continued Gear up and GO Center Access, Inclusion teachers (Co-Teacher Program), and accountability within our district. The Campus Improvement Plan has included accommodation programs as a guideline to ensure all students can enhance their progress and that progress is tested and recorded for future reflection. The credit recovery program through Edgenuity has been a tremendous asset to the overall progress. Donna has provided the resources and tools with different technological and academic opportunities for students who otherwise would not have access to them. The support programs have identified attendance as an issue and take continued steps through participation increases to aid with students being at school to learn.

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



DONNA HIGH SCHOOL 2023-2024 STAAR EOC GOALS



YEAR	2022 Results			2023 GOAL			2023 Results			2024 GOAL			2024 BENCHMARK		
STAAR PERFORMANCE	APP	ME	MA	APP	ME	MA	APP	ME	MA	APP	ME	MA	APP	ME	MA
STAAR EOC ASSESSMENT															
ENGLISH I	36	19	1	44	27	3	47	29	3	52	31	5	62	48	5
ALGEBRA I	58	18	6	68	32	13	68	22	5	80	32	13	78	30	9
BIOLOGY	68	30	6	74	40	9	81	36	7	90	40	9	80	42	7
ENGLISH II	51	34	4	53	35	5	51	32	2	54	35	5	51	31	1
US HISTORY	91	64	38	93	66	38	93	68	31	95	70	38	91	60	28

Green Bold** Goals met/ surpassed

Black Bold** Goal not met/ Showed increase compared to 2022

Red Bold** New goals

Intervention strategies, classroom instructional strategies, and various programs have promoted student achievement, and progress is seen. However, most in-school interventions

have proven to be more effective than those that take place after school hours. Teachers have been using the Ferociously Focused on Coaching Vocab and have implemented 20 GET (Get Better Faster) best teaching strategies like the use of a time-stamped class agenda, use of a timer, randomized inquiry, aggressive monitoring, lesson wrap-up, and effective exit tickets. Next, teachers have implemented the Gradual Release Model (I do, We do, You do), ensuring lesson clarity and more student practice. All STAAR-tested subjects have STAAR practice lessons embedded in the curriculum two weeks before the EOC. These best practices support all types of learners. Other instructional strategies that support all learners, including Special Education and Emerging Bilinguals, are Kagan, strategic grouping, and small group or one-on-one instruction. Finally, lead teachers in each content were trained on the coaching model, completed walkthroughs, and provided feedback using the GET.

Core teachers also received coaching and feedback on instructional strategies from district strategists. Instructional strategies that serve as interventions that require more teacher training are Exit Ticket sorts and small group teaching. These interventions would greatly benefit Emergent Bilinguals and Special Education students as teachers could target teaching gaps in daily instruction and learn how to support and accommodate our diverse learners. Also, the Edgenuity Credit Recovery Program helps at-risk students, migrant students, and failing seniors earn credit for classes. However, these students need constant monitoring and lack self-motivation to complete their credit requirements. English teachers held after-school tutorials to prepare students for the EOC and were selected through benchmark data. However, attendance for tutorials was poor, even with the activities bus in the evening. Intervention programs are essential in school achievement and in reaching overall goals. With this end in mind, our district implemented new intervention and classroom strategies across the board this year. All teachers, including core subject areas and career technology and engineering classes, have implemented new teaching strategies that include a new 50-minute class instruction per day. The new schedule is meant to ensure all teachers optimize their teaching time and that students are engaged and learning from start to finish of the class period. The advantages of the 50-minute class period include smaller lessons so students can learn without becoming overwhelmed by information overload. Students who are succeeding include students who have adjusted to the new schedule, students who are present, and students who arrive on time. The disadvantage of the 50-minute class period is that some students who are continuously tardy to class miss out on instruction time. Unfortunately, students who are frequently absent and/or tardy may be the students who need greater reinforcement.

Programs such as the Edgenuity Credit Recovery Program work because it allows students to recover the credit in an assigned class. Students have 24/7 access to the course as long as they have wifi and a computer. The program works for those students who log on and progress towards completion daily. Furthermore, students find the program adventitious as they can pace themselves depending on their completion goals. Disadvantages include outside factors that can hinder the program's success, especially if the student has to recover many courses. For example, the lack of technology at home would limit the student's ability to work on the assignments after school hours or on weekends. This type of student may find it difficult to work independently. Additionally, some students may feel overwhelmed by the amount of courses they must complete and the length of time that each course takes to complete.

Demographics may also play a role in the success of various implemented programs as most students are Hispanic with strong roots in Mexican culture. The language barrier can also cause students who migrated to the United States to struggle with their classwork and understanding of classroom lessons. Recent migrants may feel lost in a new culture. Additionally, the students may be unable to immerse themselves in the English language at home or in their outside surroundings due to family members and friends who only speak Spanish, making the ability to learn through immersion challenging.

7. What does the longitudinal student achievement data indicate?

The longitudinal student achievement data indicates the progress our campus has made year after year and different categories such as Graduated Rate, Received TxCHSE, Continuous HS, Dropped Out, Graduates and TxCHSE, and Graduates TxCHSE and Continues. The longitudinal data between 2021 to 2022 shows great progress in Graduation Rate increasing from 95% to 97.8%. Another category that showed great improvement was the Dropout Rate, which decreased from 3.9% to 1.4%. These improvements prove that tremendous progress is being made and that we're heading in the right direction.

- The longitudinal student achievement data from 2021 to 2022, as reflected in the 2022-23 Texas Academic Performance Report (TAPR), indicates a notable positive trend in graduation rates. Specifically, the graduation rate within the Texas Certificate of High School Equivalency (TxCHSE) program has remained consistent. At the same time, there has been a decline in student dropout rates, suggesting that more students are successfully completing their academic programs within their cohort.
- Furthermore, the dropout rate has decreased, signifying a positive shift in student retention and academic engagement. Moreover, there has been a marked increase in the number of students graduating with a TxCHSE and an uptick in the overall number of graduates, encompassing both TxCHSE recipients and Continuers.
- These findings collectively underscore an evident improvement in student outcomes and academic success within the specified period.

Year	4 Year Longitudinal Rate		5 Year Extended
	2021	2022	2021
Graduated	95.0%	97.8%	96.5%
Received TxCHSE	0.0%	0.0%	0.0%
Continued HS	1.1%	0.8%	0.0%

Dropped Out	3.9%	1.4%	3.5%
Graduates and TxCHSE	95.0%	97.8%	96.5%
Graduates, TxCHSE and Continuers	96.1%	98.6%	96.7%

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. Trailer courses have played a pivotal role in getting students to pass previously failed STARR exams. PLC's helped consolidate instruction. Intervention measures such as tutors, inclusion teachers, and after-school/weekend 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 the 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 compared to the rest of the student population. Other data indicate that the TEKS were not addressed with enough depth, so students did not master at a high rate. Also, the previous year's data is key in placing students in the correct trailer courses so that they may receive the appropriate remediation for failed EOC assessments. Special Education has a lower STAAR participation rate, attendance rate, college and career readiness, and dual enrollment. However, our drop-out rate is higher than in the state.
- Data allows us to pinpoint key weaknesses in online learning and TEKS not well comprehended.

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)

Every year, Donna High School students develop stronger. Data gathered throughout time illustrates the evolution of student performance across many demographic categories. The district's opportunities do not disadvantage any particular set of children.

Students who have demonstrated yearly growth have low behavioral issues and strong attendance. Students who take the initiative and look for extra support have made progress. Learners enrolled in advanced courses, like Early College, CC, AP, and OnRamps, are driven to achieve high standards.

- Students at Donna High School are making annual progress.
- Data collected throughout the years shows how student scores progress 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 like CC, AP, Pre-AP, and T-STEM 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 content of the curriculum itself and assignments provided in SharePoint are evidence that the curriculum is clearly linked to the TEKS and student learning standards. Teachers must follow the timeline for each course, are expected to use Forethought when planning lessons, 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 to STAAR Results.

Six Weeks Exams, Benchmark, Bundle Tests The breakdown of the TEKS on the curriculum. Textbooks are also aligned with the TEKS.

12. How is 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 to re-teach 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 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 reteaching and implementing more summative and formative assessments that challenge student growth. DSH offers a variety of programs to support all learning needs based on the reflection of data. IE: RTI supports struggling students; AP-CC classes offer students requiring more vigorous instruction and support programs such as 504 and SPED to ensure all students are supported in the classroom.

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

The integration of 21st-century skills into our curriculum is multifaceted. Our approach encompasses real-life mathematical applications, fostering higher-order thinking skills aligned with Bloom's taxonomy. Through Kagan structures and technology integration, students excel academically and develop essential social skills. Students engage with TEKS-specific content across disciplines, such as Science, emphasizing global awareness and literacy in various domains. We actively promote STEM careers through extracurricular activities like UIL, CTE Clubs, Clinical Rotations, and Science Fair, supplemented by technology training for teachers and students. Additionally, initiatives like Project and Problem-Based Learning and cooperative learning strategies further enhance critical thinking and collaboration, ensuring students are well-prepared for the challenges of the 21st century.

In addition, aligning curriculum, instruction, and assessment with 21st-century learning skills involves integrating modern competencies like critical thinking, collaboration, and digital literacy into education. We should strive for curriculum to be interdisciplinary and relevant, while instruction should be student-centered and experiential. As mentioned above,

assessment methods should focus on authentic tasks and higher-order thinking. This alignment prepares students to succeed in a dynamic world by nurturing skills essential for innovation, adaptability, and effective communication.

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?

Assessments should reveal how well students have learned what we as teachers want them to learn, while instruction ensures they learn it. Therefore, learning objectives and instructional strategies need to be closely aligned and reinforce each other.

Some examples of aligned assessments include summarizing readings, comparing and contrasting two or more theories, making or building new generalizations, and recalling and recognizing terms or facts.

The alignment between instructional strategies/activities and student learning needs is important to meet expected outcomes for achievement. Teachers accomplish this by identifying the needs of specific and all student groups (based on EOC state assessments) and providing instructional strategies that meet students' needs to reach their expected outcomes for achievement. Such strategies include asking open-ended questions, cooperative learning, modules supporting course-level objectives, etc. These approaches are consistent throughout the district. When teachers align instructional strategies to meet the needs of their students, specific student groups may be targeted for intervention to provide further instruction for student growth and achievement.

- Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the student's mastery (or non-mastery) of state assessments, they may be placed in trailer courses to suit their academic needs better. Students who do not Approach Grade Level are enrolled in a remedial class. When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. For example, a student scoring lower than a 3775 will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class, and higher than a 4831 will be scheduled in 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.

- Experiential learning, independent study, direct, interactive, and indirect instruction are aligned with the 5E model to meet student learning needs. We use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL, to target different populations.
- As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to support our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.
- Different methodologies and research-based instructional strategies are implemented.
- District-created bundles and 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 is the same for both Donna High School and Donna North High School, they are very well aligned.
- Students may use breakout rooms to further their learning and class discussions

- Online platforms for assessments: Quizizz / 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?

Coming from the Special Education/Life Skills the EOC scores show an improvement. Our Inclusion teachers and teacher assistants have worked hard to ensure our Special Education population is on target. These improvements are also seen in the STAAR and STAAR Alt testing. The iPads issued by the library have made it easy for the students to keep up with their homework assignments. The iPads have allowed students to utilize the Online Intervention support programs. In visiting with our Inclusion Teachers, group sessions have been working out great; academics and behavioral outcomes have been improved. These interventions have shown evidence that the implementation has greatly impacted the programs.

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

- Effective instructional design (I do, We do, You do) ensures that the content, activities, and assessments are aligned with the intended learning objectives. This helps students understand the purpose of their learning and stay engaged in achieving those objectives.
- Incorporating various instructional strategies such as lectures, discussions, group activities, hands-on experiments, and multimedia presentations caters to different learning styles and preferences. This variety keeps students engaged and allows them to interact with the content in multiple ways.
- Active learning techniques require students to actively participate in the learning process rather than passively receiving the information. Activities such as problem-solving tasks, case studies, role-playing, and simulations encourage students to apply their knowledge, fostering critical thinking and problem-solving skills.
- Collaborative learning activities promote student interaction and cooperation, creating a supportive learning community. Working in groups encourages students to share ideas, collaborate on projects, and engage in meaningful discussions, which enhances their understanding of the content and develops their communication and teamwork skills.
- Providing timely and constructive feedback on students' performance via exit tickets allows them to assess their understanding and progress. Encouraging self-reflection through activities like journaling or self-assessment prompts helps students develop metacognitive skills, leading to deeper learning and improved critical thinking.
- Integrating technology into instructional design can enhance student engagement and facilitate interactive learning experiences. Educational tools such as online simulations, virtual labs, multimedia presentations, and learning management systems offer exploration, experimentation, and personalized learning opportunities.
- Connecting the content to real-world examples, current events, or students' interests makes the learning experience more meaningful and engaging. Relating the concepts to practical applications helps students see the relevance of their learning and encourages them to think critically about applying their knowledge in different contexts.
- Designing instruction that is accessible and inclusive ensures that all students have equitable opportunities to engage in learning. When designing instructional materials and activities, considering diverse learning needs, backgrounds, and abilities promotes a positive learning environment where students feel valued and supported.

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

Yes, the district has developed, improved, and implemented a curriculum that complies with the state standards, focusing on driving student achievement on assessments. In particular, the tested subjects (Algebra I, Biology, English I and II, and US History) have been fine-tuned with both success in the subject matter and assessments in mind. In addition

to the curriculum itself, the district coordinates with our campus through meetings with administrators and the use of subject strategists who visit classrooms to assist and guide teachers on how best to achieve both campus and district goals. At the campus and department level, assessment tracking takes place to identify students most in need of intervention, to track progress, and to identify standards that are successfully learned, as well as those that need reteaching. By utilizing this approach, the students are set up to succeed in the subject matter and their state assessment.

- Yes, there is diagnostic evidence that assessments made in collaboration with curriculum directors, deans, and administration are developed to be aligned with clearly specified and appropriate achievement expectations. They are developed and closely linked to previously released exams and STAAR Released items and information booklets from the Texas Education Agency. For instance, students' scores determine their placement in EOC trailer, regular, or advanced core classes. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC graduation requirements.
- Assignments, quizzes, and bundle tests are aligned with specific district and state standards and expectations. They are developed in alignment with TEKS by district curriculum writers and specialists and through data meetings.
- Assessments are administered to students every six weeks as a bundle exam. The bundle exam provides data-driven results that measure each objective taught. In addition, students are given benchmarks, six-week exams, semester exams, and EOCs.
- Although the curriculum is strategically created, 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 to 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 use a lockdown browser 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 are tested in different ways other than only multiple choice exams.
- We receive immediate feedback via quizzes/assignments. However, this info is limited to only the students who consistently log in and participate. We need a separate method/system to check standards for students we do not regularly interact with.
- We follow curriculum guidelines and transpose all physical assignments to digital.

21. What technology do we have for student learning?

- LIMITED Internet Hotspots for Students

- LIMITED Chromebooks w/ needed software
- TEACHER LAPTOPS
- LIMITED iPads/Tablets
- LIMITED XP-Pen / equivalent writing Tablets
- Course Specific Software that shows/guides students with Teacher
- Edgenuity
- College Bridge
- Clever, which holds the District paid subscriptions available to campus, e.g., Brain Pop, Code.Org, etc

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

Previous year response:	Current year response:
Tech. Proficiency for Staff	
The majority of Staff is computer literate	The majority of Staff is computer literate but the level of an individual's literacy has not been determined since the last Texas School Technology and Readiness (STaR) Chart was conducted.
Google Classroom under our belts	Teachers employed during the Covid Years are knowledgeable since it became necessary to use Google Classroom. New staff members may have had limited training or no training and now have the choice to opt out from using it so they may not be as knowledgeable or willing to use Google Classroom.

Quizizz, Edpuzzle, Kahoot, etc. currently in use for regular student interaction.	The district reduced the number of online subscriptions that it was paying for and in turn it limited teacher use of online apps in the classroom E.g.Nearpod Teachers can still use the apps but must create their own free account which has limitations or purchase their own subscriptions without reimbursement.
Schoology with mixed results	Currently, Schoology is not being used.
Tech. Proficiency for Student	
Same as Staff	Student Tech. Proficiency is less than that of the staff. Without a baseline measurement of their technology literacy, it is difficult to gauge the students' proficiency. Although most have had experience with Google Classroom, in our experience, use of Google Classroom has to be retaught in every class period where it is being used.

Required Training / Training wanted:	
	<p>The district/campus should conduct a Technology Self-Assessment similar to Texas Campus STaR Chart or Masschusettes Self-Assessment Tool.</p> <p>Teachers: to determine their own levels of technology proficiency and to identify personal technology professional development needs.</p> <p>Campus: to determine the areas of improvement and professional development needed</p>
	<p>The district/campus should provide an "Awareness Training" aka Introduction to Available and Required Technologies at DHS. This training would give the teachers an overview of all of the technology apps, subscriptions, equipment, online programs, etc. that are available to them as well as making them aware of the necessary technology skills required for the classroom.</p>

How-to Trainings:	How-to-Trainings: The awareness training should be followed with how-to training.
Order Material Travel Conference Put together documents for every regular school Present a virtual class 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	Clever more to come

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

Barriers to Effective Use of Technology:

- Access and Equity: Disparities in access to technology and reliable internet connection can limit the effective use of technology, particularly in underserved communities.
- Digital Literacy: Lack of proficiency in using technology tools and platforms can hinder effective implementation.
- Resistance to Change: Some individuals may resist adopting new technologies due to fear of change or unfamiliarity with the tools. This includes the lack of support that has been demonstrated at the district level, which in turn affects support at the campus level.
- Cost: Implementing and maintaining technology infrastructure can be costly, posing a barrier for organizations with limited resources.
- Technical Issues: Malfunctions, compatibility issues, and downtime can disrupt technology use.

- Privacy and Security Concerns: Concerns about data privacy and security breaches can lead to reluctance to use certain technologies.

When technology works effectively, it typically leads to improved efficiency, productivity, and access to information. It enables streamlined communication, collaboration, and resource access, ultimately enhancing workflows and outcomes.

Technology not working can lead to frustration, loss of productivity, and missed opportunities. Technical glitches, system failures, and cyberattacks can disrupt operations and compromise data integrity, leading to downtime and potential financial losses.

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
 - Schoology
 - Needs Improvement/ Functionality

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

It goes without saying that the use of technology permeates and dominates the world we live in, and certainly, education is no exception; rather, it is our duty/obligation/pleasure to be on the cutting edge of tools and usage, with a continual look towards innovation. Hence, the use of technology fills every corner of our curriculum. An attempt to exhaustively answer this question is of necessity beyond the scope of this study: suffice to say that what's "out there" is "in here."

A few examples:

- Core classes - English, Science, Social Studies, and Mathematics - while delivering in-person instruction, utilize technology to enhance effectiveness and encourage student engagement. From laptops to docking stations, from document cameras to ceiling-mounted projectors to OneScreen Interactive Whiteboards, along with electronic lesson

planning, grading, word processing, attendance, virtual meeting places (TEAMS, Google Meet), and online programs such as Kahoot! and Quizizz, and there's much more. Students use Chromebooks for their College Credit classes, UT OnRamps, College Bridge, and testing, as well as to access programs designed for special populations, such as EBS' (Emergent Bilinguals) usage of Savvas iLitELL and Edgenuity for students needing credits.

- Student cell phone use is closely monitored, yet when used well, it sparks student participation and is an excellent research tool. AI/ChatGPT is now being used and even encouraged in creating assignments that require higher-order thinking.
- A few specifics: the Math Department, in addition to all the above, also utilizes TI-inspired CX Graphing Calculator, Texas Instrument Navigator, Chromebooks, and De Alba.
- Classes for college credit, in addition to the above, include those described by an STC professor: "My 1301, 1302, 2341, and 2321 students use STC online databases like JSTOR, Academic Search Complete, and others. The effect is that students are introduced to and become familiar with research tools to help them in high school and college courses. In addition, students use STC Blackboard to access and submit all their college assignments."
- Fine Arts, specifically Theater Arts, informs us of the following (quoted): "We primarily use Google Suite and Classroom for administrative tasks. The lights are ION light boards and DMX lighting systems. We have 6 portable LED lights. We also use Chauvet fog machines and various strobe lights. For sound, we use a Yamaha board and other digital equipment. We have myriad shop tools in the shop, and we use Google/photoshop/indesign/publisher to create the renderings/blueprints for some of the set pieces. We use many Apple products, iPads and computers, iMovie for editing video/sound, and Adobe Premiere." Plus, "Fog machines and 3-D printed prosthetics are also technological. In the shop, we use technology to design, create, and build the sets/scenery/props and costumes."

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

The network does not adequately support all its users; its use is limited. The design of the DISD network makes communication easier with teachers, administrators, and parents. At times, the infrastructure causes the system to slow down. If there are network/internet issues, they are usually resolved quickly. Fast internet also allows teachers to search videos for their lessons and provide student engagement. Poor design network and connectivity to certain parts of the school. Users have poor signal, and pages and websites sometimes take a while to load. It keeps students on task and is student-centered. The infrastructure causes the system to slow down. More monitoring tools need to be provided to teachers to assist. The current network still needs improvement.

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

1. Academic UIL extends classroom learning and promotes higher-order thinking skills.
2. Interventions for students with needs
3. AWARE/Eduphoria helps teachers obtain data fast and generate reports to determine gains or losses.
4. Programs such as tutorials and others target student groups and allow students to expand student learning.
5. District Curriculum is strong in some areas
6. Collaboration/team planning, PLC's
7. Lead4ward, GT, Google, and other Technology training (More needed)
8. AP Exam participation
9. ACT Testing Participation
10. STEM students will have access to advanced academic programs, technology applications, and distance learning networks through a STEM initiative.

11. Baseline technology in every classroom, and some students enrolled in advanced classes were provided with a personal Chromebook
12. All teachers know how to use the technology for required tasks: email, lesson planning, grade book, attendance, and breakfast in the classroom.
13. All teachers can develop lessons and activities using word processing, PowerPoint, and the Internet.
14. Technology usage is declining in the classrooms.
15. Direct connectivity to the internet
16. Teachers have laptops
17. Graphing calculators, whiteboards, and smart boards.
18. The online curriculum provides working links to textbooks, videos, worksheets, and other resources but is unavailable for every subject.
19. Students have access to computers at the LRC and various library online resources
20. Access to MAC Computers and Adobe Creative Cloud for Art Classes
21. Atomic Learning, Google Classroom, Pear Deck, Schoology

Student Learning Strengths

- Students are improving and mastering content.
- There was a significant increase in the tested areas of Biology and Algebra
- Full implementation of the Gradual Release Model
- Admin and leadership walkthroughs with feedback increased teacher performance
- Intervention measures such as tutors, inclusion teachers, and after-school/weekend tutorials helped improve student achievement.
- Increased success in advanced courses like CC, AP, Advanced, and UT OnRamps,
- More students graduating with an associate degree
- 94% of students graduated with CCMR requirements
- Curriculum aligned to TEKS
- 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 is the same for both Donna High School and Donna North High School, they are very well aligned.
- Students may use breakout rooms to further their learning and class discussions

- Online platforms for assessments: Quizizz / Kahoot
- Resilient Best School Practices
- Increased TSIA participation
- Higher teacher retention rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1: * Unreliable internet and resources is limiting student success. **Root Cause:** Access and Equity: Disparities in access to technology and reliable internet connection can limit the effective use of technology, particularly in underserved communities.

School Processes & Programs

School Processes & Programs Summary

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

Teacher performance data is provided to teachers through TTESS appraisals.

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

All teachers have to be certified in their content area and PPR.

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

2022-2023 81.44 Turnover rate

4. How is highly effective staff assigned to work with the highest-need students?

Administrators, lead teachers, and strategists perform walkthroughs and observations to assess which staff members are best suited to meet the requirements of these students. This evaluation process considers factors such as qualifications, student assessment data, policy adherence, and overall effectiveness. Moreover, specialized training is offered to address the academic needs of students and enhance engagement levels.

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

Every new teacher at Donna High School is paired with a mentor to guide them through their transition into the profession. These mentors serve as invaluable support systems for new teachers during their inaugural year. Additionally, new teachers are allocated dedicated time within Professional Learning Communities (PLCs) to facilitate planning, interaction, and collaboration with colleagues. Furthermore, they are enrolled in a New Teacher Academy overseen by a campus administrator to foster their development throughout their first year.

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

Any new staff members receive guidance from assigned mentors and supervisors. They have opportunities to share their insights through core-area common planning sessions, surveys, and discussions with mentors or administrative personnel. Collaborative planning at both grade levels and within core subject areas supplements support in areas such as crafting lessons, understanding policies, and managing student conduct. The year-round New Teacher Academy meets every six weeks during lunchtime, offering nourishment, support, and brief training modules. Additionally, the district arranges a district-level new teacher orientation symposium.

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

Continuous improvement is fundamental to many organizational cultures, especially in manufacturing, software development, healthcare, and education. Several systems and strategies are commonly employed to build capacity and support the notion of continuous improvement: Training and Development Programs: Organizations often provide training and development programs to educate employees about continuous improvement methodologies such as Lean, Six Sigma, Kaizen, Agile, etc. These programs can range from introductory workshops to advanced certification courses.

Quality Management Systems (QMS): Implementing QMS frameworks such as ISO 9001 provides a structured approach to managing processes and fostering continuous improvement. These systems include practices like documenting processes, conducting internal audits, and establishing corrective and preventive actions. Performance Management Systems: Setting clear performance goals and metrics allows organizations to monitor progress and identify areas for improvement. Regular performance reviews and feedback

sessions help employees understand their strengths and weaknesses and align their efforts with organizational objectives.

Iterative Approach: Encouraging an iterative approach to improvement allows organizations to make small, incremental changes over time rather than pursuing large-scale transformations. This approach minimizes risk and ensures that improvements are sustainable.

By implementing these systems and strategies, organizations can build the capacity and support necessary to embrace the notion of continuous improvement and drive positive change across all levels.

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

Using data to determine professional development for staff involves leveraging information and insights to identify skill gaps, training needs, and areas for growth within the organization. Here's how data can be utilized in this process:

- **Skills Assessment Surveys:** Conducting surveys or assessments to gauge employees' current skills and competencies can provide valuable data on areas where professional development is needed. These surveys can be tailored to specific roles or departments to ensure relevance.
- **Performance Reviews and Feedback:** Analyzing performance review data and feedback from managers, peers, and clients/customers can highlight areas where employees may benefit from additional training or development opportunities.
- **Training Needs Analysis (TNA):** Performing a systematic analysis of training needs based on job requirements, organizational goals, and employee performance data can help prioritize professional development initiatives. This analysis may involve reviewing job descriptions, competency frameworks, and strategic objectives.
- **Skills Gap Analysis:** Conducting a gap analysis comparing desired skills for specific roles or career paths with employees' current skill sets can identify areas where targeted professional development is necessary to bridge the gap.

By leveraging data-driven insights, organizations can tailor professional development initiatives to meet the specific needs of their staff, improve employee engagement and retention, and ultimately drive organizational success.

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

Collective and individual decisions regarding professional development are typically determined through a combination of organizational goals, individual aspirations, performance evaluations, and collaborative discussions. Here's how these decisions are typically made:

- **Organizational Goals and Needs:** Professional development decisions are often aligned with the strategic objectives and needs of the organization. Leadership identifies key skills, competencies, and knowledge areas required to achieve organizational goals and ensures that professional development initiatives support these priorities.
- **Performance Evaluations:** Individual performance evaluations provide valuable insights into employees' strengths, areas for improvement, and career aspirations. Performance discussions between managers and employees often consider professional development opportunities to help employees enhance their skills and contribute more effectively to the organization.
- **Career Development Plans:** Employees and their managers collaborate to create career development plans that outline short-term and long-term goals, desired skills, and actions needed to achieve them. Professional development opportunities are identified based on these plans to support employees' career progression within the organization.
- **Training Needs Assessments:** Conducting training needs assessments at both the individual and collective levels help identify gaps in knowledge, skills, and abilities. These assessments may involve surveys, performance reviews, skills inventories, and discussions with employees and managers to determine the most relevant and impactful professional development initiatives.
- **Budget and Resource Allocation:** Organizations allocate resources, such as budget and time, to support professional development initiatives. Decisions regarding resource allocation consider the overall needs of the organization, as well as the specific requirements of individual employees or teams.
- **Collaborative Decision-Making:** In many organizations, decisions regarding professional development are made collaboratively, involving input from multiple stakeholders such as HR professionals, managers, mentors, and employees themselves. Collaborative discussions ensure professional development initiatives align with organizational objectives and individual needs.
- **Employee Preferences and Interests:** Employee preferences and interests play a significant role in determining professional development opportunities. Organizations may

offer various training programs, workshops, conferences, and online courses to accommodate diverse learning styles and interests.

- **Feedback and Evaluation:** Regular feedback and evaluation of professional development initiatives allow organizations to assess their effectiveness and adjust as needed. Feedback from participants, trainers, and managers helps identify improvement areas and inform future professional development decisions.
- **Continuous Monitoring and Adaptation:** Professional development decisions are not static; they evolve over time in response to changing organizational priorities, industry trends, and individual development needs. Continuous monitoring of performance, feedback, and market dynamics ensures that professional development efforts remain relevant and effective. By considering organizational objectives, individual aspirations, performance evaluations, collaborative discussions, and feedback mechanisms, organizations can make informed decisions about professional development that benefit both employees and the organization as a whole.

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?

The types of professional development staff attend can vary widely depending on organizational needs, employee roles, industry trends, and individual career goals. Some common types of professional development include:

- **Technical Training:** This involves learning specific technical skills relevant to employees' roles, such as software proficiency, programming languages, technical certifications, or industry-specific knowledge.
- **Soft Skills Development:** Soft skills are interpersonal skills that are valuable in any job, such as communication, teamwork, leadership, time management, and problem-solving. Training in these areas can enhance employees' effectiveness in their roles and improve team dynamics.
- **Leadership and Management Training:** Leadership and management development programs are designed to cultivate leadership competencies among employees, such as strategic thinking, decision-making, conflict resolution, and employee coaching.
- **Online Courses and Webinars:** Online learning platforms offer various courses and webinars on various topics, allowing employees to acquire new skills and knowledge at their own pace and convenience.

Implementation of professional development initiatives is typically monitored through various methods:

- **Attendance and Participation Tracking:** Organizations track employees' attendance and participation in professional development activities, such as training sessions, workshops, conferences, and online courses, to ensure they take advantage of available opportunities.
- **Performance Metrics:** Performance metrics related to employees' job performance, productivity, efficiency, and quality of work may be monitored before and after professional development activities to assess their impact on performance.
- **Managerial Observation and Feedback:** Managers observe employees' performance in their roles and provide feedback on any improvements or changes they observe as a result of professional development activities.

The impact of professional development on performance can vary depending on various factors, such as the relevance of the training, the employee's motivation, the support provided by the organization, and the alignment with organizational goals. However, some potential impacts may include:

- Improved job performance and productivity
- Enhanced technical skills and competencies
- Strengthened leadership abilities
- Increased employee engagement and job satisfaction
- Greater adaptability and resilience in the face of change
- Improved team collaboration and communication
- Higher retention rates and reduced turnover

Follow-up after professional development activities typically involves:

- **Post-Training Evaluation:** Conduct post-training evaluations to gather feedback from participants on their learning experience, the applicability of the content, and suggestions for improvement.

- Performance Reviews: Incorporating discussions about the impact of professional development on employees' performance during regular performance reviews with their managers.
- Reassessment of Needs: Reassessing employees' professional development needs periodically ensures that training initiatives align with evolving organizational priorities and individual career goals.

By monitoring implementation, assessing impact, and providing follow-up support, organizations can maximize the effectiveness of professional development initiatives and support their staff's continuous growth and development.

11. What evidence exists that families and community members are involved in meaningful activities supporting student learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

Evidence of families and community members being involved in meaningful activities that support students' learning can be found through various sources and methods. Some common indicators and activities include:

- Parent-Teacher Associations (PTAs) and School Committees: Active participation in PTAs and school committees demonstrates parents' engagement in school-related activities. These groups often organize events such as fundraisers, school fairs, and educational workshops that support student learning.
- Parental Involvement in Homework and Schoolwork: Parents who are actively involved in helping their children with homework, projects, and school assignments contribute to their academic success. This involvement can include assisting with homework, reviewing schoolwork, and providing educational resources at home.
- Volunteerism in Schools: Parents and community members who volunteer their time and skills in schools contribute to a positive learning environment. Volunteer activities may include serving as classroom helpers, library aides, field trip chaperones, or guest speakers.
- Home-School Communication: Regular communication between teachers and parents, such as newsletters, emails, phone calls, or online portals, facilitates parental involvement in students' learning. Effective communication channels allow parents to stay informed about their children's progress, upcoming events, and ways to support learning at home.

The parents and community members involved in these activities vary widely based on cultural norms, socioeconomic factors, and community demographics. However, trends and patterns that may be observed include:

- Diversity of Involvement: In diverse communities, involvement in student learning activities may reflect the cultural backgrounds, languages spoken, and educational priorities of different families and community members.
- Socioeconomic Factors: Socioeconomic status can influence the level and type of involvement of parents and community members. Lower-income families may face barriers to participation due to time constraints, transportation issues, or limited resources, while higher-income families may have more opportunities for involvement.
- Cultural and Linguistic Diversity: Cultural and linguistic diversity among families can influence how parents and community members support student learning. Schools that embrace and respect cultural differences may see increased involvement from diverse families and community members.

Overall, evidence of families and community members being involved in meaningful activities that support student learning demonstrates a collaborative effort to create a supportive educational environment that fosters academic success and holistic development. Ongoing monitoring and evaluation of these activities can help identify areas for improvement and inform strategies to enhance parental and community engagement in education.

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

Families and community members can be involved in school decisions through various channels and processes that foster collaboration, transparency, and inclusivity. Some common ways in which families and community members participate in school decision-making include:

- Parent-Teacher Associations (PTAs) and School Committees: PTAs and school committees provide platforms for parents and community members to voice their opinions, share feedback, and participate in decision-making processes. These groups often discuss issues such as school policies, budget allocations, curriculum development, and fundraising initiatives.
- Parent Advisory Councils: Some schools establish parent advisory councils or similar advisory groups to represent the interests of parents and community members in

decision-making processes. These councils may meet regularly with school administrators and provide input on various issues affecting students, families, and the school community.

- **School Governance Structures:** Schools sometimes have governance structures that include parent and community representatives. For example, school councils or governing boards may include parents, community members, teachers, and administrators collaborating to make school operations, budgeting, and strategic planning decisions.
- **Community Forums and Town Hall Meetings:** Schools may organize community forums, town hall meetings, or public hearings to solicit input from families and community members on important decisions or issues facing the school. These forums provide opportunities for open dialogue, feedback, and stakeholder engagement.
- **Surveys and Feedback Mechanisms:** Schools may use surveys, feedback forms, or online platforms to gather input from families and community members on various topics, such as school policies, programs, and initiatives. Feedback collected through these mechanisms informs decision-making processes and helps ensure stakeholders' needs and preferences are considered.
- **Community Partnerships and Collaboration:** Building partnerships with local organizations, businesses, government agencies, and community leaders can facilitate involvement in school decision-making. Collaborative efforts may include joint planning committees, task forces, or advisory groups focused on specific initiatives or projects.
- **Parent Representation on School Boards:** In some school districts, parents may serve as elected or appointed members of the school board, which is responsible for making policy decisions, overseeing district operations, and representing the interests of the community. Parent representatives bring the perspective of families and advocate for student-centered policies and programs.
- **School Improvement Teams:** Schools often establish improvement teams or committees composed of administrators, teachers, parents, and community members to address issues related to school improvement and student achievement. These teams collaborate on developing goals, action plans, and strategies to enhance school performance and meet the needs of all students.

Effective involvement of families and community members in school decision-making requires clear communication, meaningful engagement opportunities, and a commitment to inclusivity and equity. By actively involving stakeholders in decision-making processes, schools can build trust, strengthen partnerships, and create a sense of ownership and shared responsibility for student success.

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 also available for parents. 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 that require student and parental involvement, such as literacy parades, pep rallies, and parents' nights.
- Gear Up Program for Freshman students graduating in 2027

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

- Parents speak Spanish and English.
- The school translates and offers all information and flyers in both languages. All parental meetings, phone/text, and blackboard messages to inform the community of school procedures sent out are bilingual. When a translation is needed between teacher and parent, it is readily available and offered.
- Students are also assisted in class with tools that will help them with the language barrier (pictographs, similar texts in students' first language, slowed down speech)

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

- Some services available to our students include the Migrant 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 to parents' homes of students with certain cognitive and/or developmental issues.

The results include increased parental involvement, increased attendance, student achievement, increased student promotion rate to the next grade level, and increased graduation rate.

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

- Community partnerships include AVID, STC, 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.
- T-STEM 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
- Back-to-school events where students receive supplies and are offered free haircuts

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

- A 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. Various committees are formed throughout the district and each campus 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, and 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 annual staff development training. Teachers have time in the morning before classes start to plan by department, subject, and 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 the COVID-19 crisis, DISD and DHS supported each other to ensure 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 when 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 gathered information during the COVID-19 crisis on what technology apps should

be implemented in our distance learning. This gives us insight into 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?

- 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.
- 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 (the ACE program benefits students for tutoring and exploring future career options DHS CTE offers.)
- Time is devoted adequately to those subjects in which the students perform poorly by ensuring 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 in how much a student can complete from home.
- Agendas are being implemented to ensure student learning

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

- Faculty Meetings: Regular faculty meetings provide a platform for teachers to discuss issues, share ideas, and contribute to decision-making processes. These meetings often involve discussions about curriculum, teaching methods, and school policies.
- Departmental Meetings: Teachers within specific departments or grade levels have meetings to discuss matters relevant to their subject area or grade level.
- This allows teachers to provide input on curriculum development, instructional strategies, and assessment practices.
- Teacher Representatives: Our school has Lead Teachers as part of the Instructional Leadership Team (ILT). These representatives communicate teachers' concerns, suggestions, and feedback to school leaders and participate in decision-making processes.
- Surveys and Feedback: Our school district conducts surveys or seeks feedback from teachers on various aspects of school operations, such as curriculum changes, professional development needs, or school policies. Teachers can use these opportunities to express their opinions and influence decision-making.
- Professional Development: Opportunities for professional development can also provide teachers with the knowledge and skills needed to participate effectively in decision-making processes. Training sessions on topics such as leadership, communication, and collaboration can empower teachers to advocate for their interests and contribute meaningfully to school policies.

21. What role do teachers play in deciding what assessments will be used to evaluate individual students or the program?

Teachers play a crucial role in deciding what assessments will be used to evaluate individual students or the program as a whole. Here are some ways in which teachers can contribute to this process:

- Curriculum Alignment: Teachers ensure that assessments align with the curriculum objectives and standards. They have an in-depth understanding of the content they teach and can design assessments that accurately measure student learning against the desired outcomes.
- Assessment Design: Teachers are often responsible for designing assessments, including tests, quizzes, projects, and performance tasks. They can tailor assessments to reflect the diversity of student abilities, learning styles, and needs within their classrooms.
- Formative Assessment: Teachers use formative assessment techniques, such as observations, class discussions, and informal assessments, to gather ongoing feedback on student progress. This information informs instructional decisions and helps teachers identify areas where students may need additional support or enrichment.

- Collaborative Assessment Development: Teachers may collaborate with colleagues, department members, or assessment specialists to develop assessments collaboratively. Teachers can create more robust and effective assessments that accurately measure student learning by pooling their expertise and perspectives.
- Data Analysis: Teachers analyze assessment data to evaluate student performance and identify trends or patterns in student learning. They use this information to adjust their instructional strategies, provide targeted support to individual students, and inform decisions about curriculum and assessment practices.
- Professional Development: Schools provide professional development opportunities for teachers to enhance their assessment literacy and skills. Workshops, seminars, and ongoing training programs help teachers stay updated on best assessment practices and improve their ability to effectively design, administer, and analyze assessments.
- Feedback and Reflection: Teachers solicit student feedback on assessments to understand their perspectives and experiences. Additionally, teachers reflect on their own assessment practices and seek opportunities for improvement based on their observations and insights.

Ultimately, teachers' expertise, knowledge of their students, and commitment to promoting student learning make them invaluable contributors to the assessment process. By involving teachers in decision-making about assessments, schools can ensure that assessments are fair, valid, and aligned with instructional goals, leading to improved student outcomes.

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?

Creating an inclusive and participatory decision-making process that allows all stakeholders—teachers, parents, paraprofessionals, support staff, and students—to be heard and contribute to solutions is essential for fostering a collaborative and supportive school community.

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

Evidence of a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners may include the following:

- Curriculum Review Cycle: Documentation outlining a systematic curriculum review cycle that includes regular monitoring, evaluation, and renewal intervals. This cycle should specify the responsibilities of stakeholders, timelines for review, and criteria for evaluating curriculum effectiveness.
- Curriculum Mapping: Curriculum maps or frameworks that provide an overview of the scope and sequence of the curriculum, including learning objectives, instructional materials, and assessment methods. These maps should reflect the diverse needs of all learners and incorporate strategies for differentiation and individualization.
- Assessment Data: Analysis of assessment data to evaluate student achievement and identify areas of strength and weakness in the curriculum. This may include standardized test scores, formative assessments, performance tasks, and other measures of student learning.
- Stakeholder Feedback: Documentation of feedback from teachers, parents, students, and other stakeholders regarding their experiences with the curriculum. This feedback may be gathered through surveys, focus groups, interviews, or other means of communication.
- Professional Development Initiatives: Evidence of professional development initiatives aimed at enhancing teachers' capacity to meet the needs of diverse learners. This may include workshops, training sessions, coaching, or other forms of support focused on curriculum differentiation, instructional strategies, and assessment practices.
- Curriculum Revisions: Records of curriculum revisions or updates based on the findings of monitoring and evaluation efforts. These revisions should demonstrate responsiveness to the evolving needs of learners, changes in educational standards or priorities, and emerging research and best practices.
- Equity and Inclusion Initiatives: Documentation of efforts to promote equity and inclusion within the curriculum, such as the integration of diverse perspectives, culturally responsive teaching practices, and accommodations for students with special needs or language barriers.
- Student Outcomes: Analysis of student outcomes and progress towards achieving learning goals outlined in the curriculum. This may include measures of academic achievement, social-emotional development, graduation rates, college and career readiness, and other indicators of success.

By compiling and presenting evidence across these areas, schools can demonstrate their commitment to monitoring, evaluating, and renewing the curriculum to meet the needs of all learners and ensure continuous improvement in educational outcomes.

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 and curriculum aligned to TEKS
7. Full implementation of the Gradual Release Model yields Student-centered instruction
8. Every teacher has OneTouch Screen with wireless connectivity.
9. Teacher-designed curriculum by grade level/subject.
10. Dual Credit Student/Parent Informational Meetings: AP, CC, and UT OnRamps Courses
11. Easily accessible online curriculum for every subject with texts and activities
12. The curriculum is reviewed and updated yearly
13. Fish Camp/ Student Orientation
14. Parent Center/ Parent Volunteer Program/ Parent Educator Meetings/Classes: Information meetings/ Parent Portal/ Meet the Teacher Night
15. Counselors, parent, and student conferences
16. Special Education Case Managers
17. Homebound teacher services

18. Truancy officer on-campus
19. Lead teacher walkthroughs and feedback help improve instruction. Lead teachers help bridge and improve the communication between admin and staff.
20. Campus Level Planning and Advisory Committee
21. Supportive services for students in special programs
22. Go Center and AVID offer assistance to parents and families with college preparations/questions/ Financial Aid Night
23. Family/community participation/Community parade, Parents Night, Art Show, Chisholm Trail, 5K Fun Run
24. Community service projects (e.g. clubs attending assisted living, etc.)
25. Family & Community Organizational Scholarship Awards/ Leadership activities
26. CTE Advisory Committee: Community partners meet with CTE staff periodically throughout the year.
27. Multiple opportunities for extracurricular participation, parent involvement, and workforce opportunities
28. Transition Fairs for senior students: Community members, ie. Workforce Solutions provide information to students/parents about services for post-secondary student learning.
29. Communication through Blackboard, and various social media platforms
30. Health Screenings
31. Community partnerships with the City of Donna have allowed for summer recreation programs open to ALL DISD students.
32. All documents/memos sent out to parents and the community are in both English and Spanish.
33. Tracking of CCMR by CCMR Teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. 2. Continue to increase efforts that highlight student achievements. 3. Not taking full advantage of CTE programs and Advanced Academic Programs **Root Cause:** Need improved efforts to increase involvement

Perceptions

Perceptions Summary

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

Students describe the school climate as nurturing and inviting. Especially in regards to the freshmen, where parents are involved in the education of students through the GearUP program. Teachers continue to make attempts to involve parents in the educational process by maintaining open communication at home.

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

The corroboration of students and staff collectively aligning with the vision and mission of the school is present. This includes daily interaction with the school community. Collaboration is distinguished through the classroom culture and expectations set forth by Donna High School. Students are encouraged to engage in activities that will challenge them not only in academics and socialization but also on a socio-emotional level. These expectations are fostered through extracurricular and academic programs made available to students.

There are many opportunities given and taken by the teachers and students here at Donna High. Our staff is dedicated to helping these students further their education and improve their lives. Therefore, the high school is aligned to the vision and mission. Luckily, the feedback we receive is considered and used to improve the school environment further.

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 and 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.?

Most students have a pattern of indifference and don't get involved in social activities; they keep their social interaction to the minimum, as well as extracurricular activities, and show poor interest in learning. Few (10%) continue with their negative behavior regardless of the disciplinary action they face and have zero participation in class. Poor attendance and tardiness is a big issue. Phones and other electronic devices are a major distraction in the classroom. About 30% of the students have a positive attitude and high level of performance and excel in everything they do.

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. Our campus has limited access to only those authorized by the school or district as a primary component of providing a safe and secure learning environment. Through our Raptor, our campus limits the number of visitors, greatly improving our chances of effectively monitoring visitors.

Students and staff feel very safe at Donna High School. We all have Raptor Alert to keep everyone on campus safe at all times.

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

All students want to feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school: students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operation of a school.

Expectations are often communicated by their teacher, administrators, coaches, and case managers. Students and staff want and need to feel comfortable in their environment. They expect to be able to communicate their needs without any judgment and expect to be valued and respected. The culture that the school carries is what underlines the day-to-day operations of our school. A positive, safe, and supportive environment will ensure that the culture of our school will help our students and staff excel in anything they do.

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

Students who are most satisfied with a school's culture and climate typically feel a sense of belonging, safety, and support within the school community. This often includes students who feel connected to their peers and teachers, have positive relationships with school staff, and perceive the school environment as conducive to learning and personal growth. Students who care about the culture and climate are the ones who care about their academic success, students who are involved in clubs and athletics, and who value coming to school every day due to the expectations they have with their families. Regarding attendance, tardiness, and other behaviors, there tends to be a positive correlation between satisfaction with school culture and positive behavioral outcomes. When students feel valued and engaged in their school environment, they are more likely to attend regularly, arrive on time, and exhibit desirable behaviors such as active participation in class, adherence to school rules, and respectful interactions with others.

Students who are actively engaged and involved in extracurricular activities are more inclined to immerse themselves within the school culture and contribute to creating a positive school climate. School culture and climate are defined by the ability of a student to make interpersonal connections, abeyance of school safety, academic equity, school satisfaction, and school connection. If all five of these criteria are met, it contributes to students' satisfaction. Satisfied students also behave better, thus creating a positive correlation between satisfaction and positive school climate and culture. Furthermore, it decreases the amount of absenteeism, tardiness, and behavioral issues.

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

Data exists that suggests that effective classroom management and organization positively correlate with student achievement. When classrooms are well-managed and organized, students are more likely to engage in learning activities, stay on task, and demonstrate positive behaviors conducive to learning. The information is consistent with the theory that kids do best in environments that are best suited for learning. Our exam results are rising in tandem with classroom structure and administration. Students and instructors collaborate and perform better when the curriculum is structured, and walkthroughs take place. Because DHS has so many experienced instructors, there has been an improvement in classroom organization and administration. There are fewer referrals and better student performance and accomplishment when it keeps the pupils in the classroom.

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

Students who do these things often lack academic or parental involvement, direction, and guidance outside of the classroom, according to past data. Possibly, students feel unwanted, alone, outsiders, or lack a sense of belonging to any particular group in the school setting. Donna High School assists with counselors, LPC, LSSPs, and outside agencies. The school provides staff with drug education content to discuss with students in their classroom. Our school police and security help monitor and refer students to counselors and administration.

Students come from diverse backgrounds and face various academic, social, and personal challenges. Donna High School approaches each student's situation with empathy and understanding, recognizing that they may need support and resources to address underlying issues contributing to their behavior. Donna High School assists students with a range of services to support them. These services include counseling, drug awareness presentations every six weeks, academic interventions, mentorship, and substance abuse prevention and intervention with the

Donna ISD Police Department. Our goal is to offer students the necessary assistance to overcome their challenges, enabling them to thrive academically and personally.

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?

Most of our student population are at-risk students. Our school-sponsored activities tend to be goal-oriented activities, so students tend to do better with attendance, participation, and multi-club participation. They tend to have more school involvement. More students are extrinsically motivated and thrive in the team environment. This equates to high learning groups, which, in turn, for the most part, keep them away from other things like gang-related activities. In all, I do not see many students in our AC program for serious infractions, it is usually filled with the others mentioned in the question.

Our school population is 92.4% economically disadvantaged, which means that most of our students who are involved in extracurricular activities are also economically disadvantaged. Yet despite being economically disadvantaged, these students who are involved usually tend to perform better academically, socially, and all around compared to students who are not involved. This can be attributed to the fact that the students involved in school activities have extra support and guidance from their coaches and club sponsors to help inspire and motivate them.

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

According to DHS Administration, shared that improvements have already occurred, such as the installation of air conditioning and plans being finalized concerning new cafeterias, offices, and road access behind Donna High to better direct traffic in and out of Donna High. More restroom facilities for students and staff are needed, and our restrooms need repair. This would assist in getting students and staff in and out quicker and headed toward classes sooner.

Our campus is headed in the right direction with several improvements underway. I would like to highlight that our computer labs show wear and tear, particularly with outdated desktop computers and several broken chairs. The limited number of staff restrooms is another issue that negatively impacts productivity and morale. Updating these facilities would greatly enhance the learning and working environment.

12. How does staff feel about technology?

Technology continues to play a vital role in society, and we must strive to keep pace with the daily technological advancements. Teachers must be equipped with the tools necessary to provide this service for our students. There is training that is pivotal to keep the staff up to date. Measures must be taken to ensure they receive this training. There is also a need for the computers and equipment in the classrooms to be updated regularly, not just maintained. Technology is constantly changing, and if we lag behind, we are hindering the chances for our students to compete in this world.

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

Depending on who you ask, the perception of the school will have mixed responses. Some think our school is excellent and offers all it can to our students. Some individuals look at our school and automatically think of fights, drugs, and guns. Parents perceive that the school offers quality education. They believe the school hires the best teachers qualified in their fields of specialization. Kids obtain the best education, as evidenced by the fact that most students are sent to local, state, and national competitions. The community extends full support to all activities sponsored by the school. This is shown by the great community involvement in school affairs. As a whole, the school is perceived to offer the best educational needs for the students in particular and the community in general.

Perceptions Strengths

1. Strong culture of collegiality
2. School pride and continuing traditions
3. Students are continuously motivated by various 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 and attendance
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: 1. Lack of parental involvement at the secondary level and incentives for parents to become more involved. **Root Cause:** Lack of resources: transportation, internet, and unavailability due to work restrictions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Pregnancy and related services 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership 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
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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 (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:

- *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 2025. 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 October 30, 2024. 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 - \$38,068.07, - State Comp. (164) - 164.11.6494.00.001.30.0.00, UTRGV Campus Tour Field Trip Transportation - State Comp. (164), Walmart Grant - GAPP (488) - 488.11.6399.00.001.11.0.WM - \$1,039, CTE RGVLS for Ochoa Elementary Student - Local (199) - \$160	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	Formative			Summative

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 2025 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, Teacher Supplies - Title I (211), Misc. Operating Expense - Title I (211), Snacks for October Parent Meeting - Gear Up (274) - 274.11.6499.00.001.24.0.00, Ink Cartridges - Gear Up (274) - 274.11.6399.00.001.24.0.00, First Tech Challenge National Registration Fees - Gear Up (274) - 274.11.6412.00.001.24.0.00, Supplies-warehouse requisition - Title I (211) - 211.11.6399.00.001.24.0.00, Electric Pencil Sharpeners - Gear Up (274) - 274.11.6399.00.001.24.0.00, Snacks for student and parent meetings - Gear Up (274) - 274.11.6499.00.001.24.0.00, Family activity for Family CTE Tour & Presentation Dec. 7 - Gear Up (274) - 274.11.6499.00.001.24.0.00, 2 Biology Tutors Dec. 4-Feb. 29, 2024 - Gear Up (274) - 271.11.6125.00.001.24.0.00, Algebra I Electronic Bundle - Gear Up (274) - 274.11.6339.00.001.24.0.00, Chromebooks & Google Licenses - Gear Up (274) - 274.11.6399.00.001.24.0.00, Chromebook Charging Cart - Gear Up (274) - 274.11.6395.00.001.24.0.00, Warehouse Order-English Classes - Gear Up (274) - 274.11.6399.00.001.24.0.00, Indoff Order-English Classes - Gear Up (274) - 274.11.6339.00.001.24.0.00, Extend Tutor Days - Gear Up (274) - 274.11.6125.00.001.24.0.00, Snacks for parent meetings/family & student events March - May - Gear Up (274) - 274.11.6499.00.001.24.0.00, Home Depot - General Supplies - Gear Up (274) - 274.00.6399.00.001.24.0.00, Title I- Supplies - Title I (211) - 211.11.6399.00.001.24.0.00, Snacks for Muffins with Mom Meeting - Gear Up (274) - 274.11.6499.00.001.24.0.00, National GEAR UP Week Supplies - Gear Up (274) - 274.11.6499.00.001.24.0.00, Snacks for Summer Camp July 30-Aug 1 - Gear Up (274) - 274.11.6499.00.001.24.0.00, Professional Pay for LASER - Gear Up (274) - 274.11.6118.00.001.24.0.00, Calendars - Gear Up (274) - 274.11.6499.00.001.24.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.102.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.104.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.106.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.109.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.111.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 11.6399.00.115.11.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6395.13.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.00.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.00.045.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.00.048.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.12.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.12.045.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.13.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.13.045.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.13.048.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.14.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.16.001.99.0.00, Teacher Supplies- Band/FA - Band/Fine Arts (182) - 36.6399.18.001.99.0.00, Job Fair Travel - State Special Ed. (165) - 11.6494.00.880.23.0.00, HEB Student/Parent Snacks - GAPP (488) - 488.11.6499.00.001.11.0.00, Miscellaneous Supplies - GAPP (488) - 488.11.6399.00.001.11.0.00, Student & Family Snacks for GEAR UP Events - GEAR UP (274) -



274.11.6499.00.001.24.0.00 - \$532, Ink cartridges - Oct 2024 - GEAR UP (274) - 274.11.6399.00.001.24.0.00 - \$1,690, School Specialty Order - GEAR UP (274) - 274.11.6499.001.00.24.0.00 - \$1,234.99, Warehouse Order - ELAR Teachers - GEAR UP (274) - 274.11.6399.00.001.24.00.00 - \$570				
Strategy 3 Details	Reviews			
<p>Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p>Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 80% to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes, and teacher BOY, MOY, and EOY surveys.</p> <p>Staff Responsible for Monitoring: Campus administration, district leadership, directors, and strategists.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.12.001.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.12.045.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.13.001.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.16.001.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.16.045.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.16.048.99.0.00, Contracted Services- Band/FA - Band/Fine Arts (182) - 36.6299.MA.001.99.0.00</p>	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
				








Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Design and Implement a "Campus Student CCMR Support Team" (Counselor, CTE Counselors, CCMR Teacher, Financial Aid Facilitator, GEAR UP Facilitator, Migrant Strategist, Campus Leadership, Special Ed. Casemanager, and District CCMR Leadership [CTE Director, CCMR Coordinator, Advanced Academics Director, Student Support Services Supervisor]) to implement strategies to facilitate effective transition for students from middle school to high school and from high school postsecondary education; coordination with institutions of higher education, employers, and other local partners; planning of delivery of monthly parent modules focused on academics, CCMR, and discipline expectations and services; and facilitation of CCMR Fair and College Day Fair. Strategy's Expected Result/Impact: Graduate all students college, career, or military ready. Staff Responsible for Monitoring: Executive Director of Leadership & CCMR, CCMR Coordinator.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			

Strategy 8 Details	Reviews			
<p>Strategy 8: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students with opportunities to learn and to maximize the instruction, which only happens if students attend daily. Schools will be given funds every six weeks if they meet their individualized goals.</p> <p>Schools will receive funds based on enrollment as follows: 800+ - 3,000 500-799 - 2,000 250-499 - 1,000</p> <p>The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee to review the ADA and determine if the school has met the goal. In addition, campuses will also establish an ARC to review students who are absent and, therefore, must recover credit. Committees will meet every 4 weeks.</p> <p>Strategy's Expected Result/Impact: ARC meetings every 4 weeks; an improved overall district ADA from 90.9% to 92.4% for the 24-25 school year 94.4% for the 25-26 school year 96.4% for the 26-27 school year</p> <p>Staff Responsible for Monitoring: ARC</p>	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


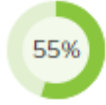

Goal 2: Focus on Family and Community Engagement





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
				

Strategy 4 Details	Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year. 1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 Strategy's Expected Result/Impact: Equitable access to all available supports and resources. Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be provided the identification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they determine for the poverty eligibility criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
<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 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 3 Details	Reviews			
Strategy 3: 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 4 Details	Reviews			
Strategy 4: 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 5 Details	Reviews			
Strategy 5: 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</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>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</p> <p>Funding Sources: Texas Council for Social Studies Conference- Title II - Title II Teacher/Principal (255), CAST Conference (Science) - Title II Teacher/Principal (255), Counselor Support Academy Registration Fees - Gear Up (274) - 274.13.6239.00.001.24.0.00, Athletics Student/Coaches Meals - Athletic Fund (181) - 6412/6411 - \$100,000, TAC Conference - Title II Teacher/Principal (255) - 23.6299.00.001.24.0.00, TAC Conference - Local (199) - 23.6299.00.001.99.0.00, Hotel rooms/meals/rental/gas card/parking - Title II Teacher/Principal (255) - 23.6411.00.001.24.0.00, Hotel rooms/meals/rental/gas card/parking - Local (199) - 23.6411.00.001.99.0.00, Hotel rooms/meals/rental/gas card/parking - Local (199) - 23.6411.00.001.31.0.00, TASA Conference (Deans/APs) - Title II Teacher/Principal (255) - 13.6299.00.001.24.0.00, TASA Conference (Deans/APs) - Title II Teacher/Principal (255) - 13.6411.00.001.24.0.00, Hotel rooms/meals/rental/gas card/parking - Local (199) - 13.6411.00.001.31.0.00, Hotel rooms/meals/rental/gas card/parking - Local (199) - 13.6411.00.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.00.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.12.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.12.045.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.13.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.13.045.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.13.048.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.16.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.16.045.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.18.001.99.0.00, Travel-Employee - Band/Fine Arts (182) - 36.6411.MA.001.99.0.00, ABYDOS Conference (ELAR) - Title II Teacher/Principal (255)</p>				



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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




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 Funding Sources: Travel- Students - Band/Fine Arts (182) - 36.6412.00.001.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.00.045.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.00.048.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.12.001.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.12.045.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.13.001.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.13.045.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.13.048.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.16.001.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.16.045.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.16.048.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.18.001.99.0.00, Travel- Students - Band/Fine Arts (182) - 36.6412.MA.001.99.0.00, Travel- Students Transportation Bert Ogden Arena, Edinburg TX - Student Activity (865) - 865.00.21.90.00.880.00.0.8P - \$264, Travel- Special Education Students - State Special Ed. (165) - 165.11.6494.00.880.23.0.00 - \$247.50, Travel- Special Education Students - State Special Ed. (165) - 165.11.6494.00.880.23.0.00 - \$384.40		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			
<p>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.</p> <p>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.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>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%.</p> <p>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).</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Clothing Voucher - Title I (211) - 32.6499.00.001.24.0.00 - \$3,557</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>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.</p> <p>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.</p>	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	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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship



Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based 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, Bus transportation - FESTIVA 11/1 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - South Texas College 10/26 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitator November Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - Mission Event Center - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitators October Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - TSTC Nov 14 & 15 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Student meals - TSTC Nov 14 & 15 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Facilitators December Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - Holiday Inn SPI Dec 1 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - Region One Dec 12 & Feb 27 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitators January Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - TSTC Jan 23 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - UTRGV Jan 26 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Student meals - STC Feb 15 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Bus transportation - STC Feb 15 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Student meals - UTRGV Feb 1 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Bus transportation - UTRGV Feb 1 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - TSTC Feb. 19 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - Region One Feb 13 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitators February Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus Transportation Region One Feb. 21 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus Transportation - STC Feb. 23 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus Transportation - Region One Feb. 23 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Registration Fees - Region One March 1 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Bus transportation - Region One March 1 - Gear Up (274) - 274.11.6494.00.001.24.0.00,	Formative			Summative
	Sept	Dec	Mar	June
				

Facilitators March Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - STC Weslaco March 22 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - Region One March 27 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitators April Mileage - Gear Up (274) - 274.13.6411.00.001.24.0.00, Student meals - April 4 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Bus transportation - TSC April 4 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Student meals - April 26 - Gear Up (274) - 274.11.6412.00.001.24.0.00, Bus transportation - STC April 26 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - Region One May 14 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - Mission Event Center May 21 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus transportation - UTRGV August 1 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Facilitator May Travel - Gear Up (274) - 274.13.6411.00.001.24.0.00, Bus transportation - UTRGV May 17 - Gear Up (274) - 274.11.6494.00.001.24.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.00.001.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.00.045.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.00.048.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.12.001.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.12.045.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.13.001.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.13.045.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.13.048.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.16.045.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.16.048.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.18.001.99.0.00, Bus Transportation- Band/FA - Band/Fine Arts (182) - 36.6494.MA.001.99.0.00, Treasure Your Financial Future Workshop Oct 15 & 16 - GEAR UP (274) - 274.13.6411.00.001.24.0.000 - \$993, Region One Treasure Your Financial Future Registration Fee Oct. 15 & 16 - GEAR UP (274) - 274.13.6239.00.001.24.0.00 - \$75, Facilitator October Mileage - GEAR UP (274) - 274.13.6411.00.001.24.0.00 - \$177.96, Bus Transportation - Region One Oct. 25, Jan. 17, Feb. 18, May 13 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$990, Bus Transportation - Project SYSTEMMS Oct. 30, Dec. 5, Feb. 13 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$739.20, Facilitator November Travel - GEAR UP (274) - 274.13.6411.00.001.24.0.00 - \$173.66, Bus Transportation - TSTC Nov 13 & 14 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$449, Student Meals TSTC - Nov 13 & 14 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$160, Bus Transportation - STC Oct. 31 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$202, Bus Transportation - Region One Nov 19 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$255.75, Charter Bus to UTRGV & Meals Nov 22 - GEAR UP (274) - 274.11.6412.00.001.24.0.00 - \$1,743, Facilitator December Mileage - GEAR UP (274) - 274.13.6411.00.001.24.0.00 - \$164.81, Bus Transportation - Region One Jan 16 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$247.50, Bus Transportation - Region One Jan 31 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$247.50, Bus Transportation - Mission Event Center Feb 6 - GEAR UP (274) - 274.11.6494.00.001.24.0.00 - \$252.45, Facilitator January Mileage - GEAR UP (274) - 274.13.6411.00.001.24.0.00 - \$217.11



No Progress



Accomplished



Continue/Modify



Discontinue

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The Title I, Part A LEA and Schoolwide Program Plans are updated throughout the school year as needed based on campus and districts continuous change of needs.

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

Donna ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing various strategies.

4.2: Offer flexible number of parent involvement meetings

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

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

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

Donna ISD does not provide services through neglected or delinquent facilities.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Deborah Medrano	Chairman
Administrator	Francisco Cardenas	Co-Chairperson
Administrator	Karla Uvalle-Castro	Co-Chairperson
Business Representative	Joey Garza	Business Representative
District-level Professional	Joey Garza	District Non-Teaching Professional
Paraprofessional	Jacinto Alvarez	Campus Non-Teaching Paraprofessional
Non-classroom Professional	Jaime Pena	Campus Non-Teaching Professional
Classroom Teacher	Abraham Garcia	Diverse Learners/Special Education Teacher
Classroom Teacher	Leonso Saldana	CTE Teacher
Classroom Teacher	Ramiro Leal	ROTC/CTE Teacher
Classroom Teacher	Israel Martinez	Social Studies Teacher
Classroom Teacher	George Hernandez	Social Studies Teacher
Classroom Teacher	Denise Ramirez	Science/CCMR teacher
Classroom Teacher	Raquel Rodriguez	Math Teacher
Classroom Teacher	Brenda Santana	Math Teacher
Classroom Teacher	Victor Reyes	English Teacher
Classroom Teacher	Alma Gamez	English Teacher

Campus Funding Summary

State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Job Fair Travel	11.6494.00.880.23.0.00	\$0.00
4	2	2	Travel- Special Education Students	165.11.6494.00.880.23.0.00	\$247.50
4	2	2	Travel- Special Education Students	165.11.6494.00.880.23.0.00	\$384.40
Sub-Total					\$631.90
Budgeted Fund Source Amount					\$858.40
+/- Difference					\$226.50
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTE RGVLS for Ochoa Elementary Student		\$160.00
4	1	1	Hotel rooms/meals/rental/gas card/parking	23.6411.00.001.99.0.00	\$0.00
4	1	1	Hotel rooms/meals/rental/gas card/parking	23.6411.00.001.31.0.00	\$0.00
4	1	1	Hotel rooms/meals/rental/gas card/parking	13.6411.00.001.99.0.00	\$0.00
4	1	1	Hotel rooms/meals/rental/gas card/parking	13.6411.00.001.31.0.00	\$0.00
4	1	1	TAC Conference	23.6299.00.001.99.0.00	\$0.00
Sub-Total					\$160.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$24,840.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc. Operating Expense		\$0.00
1	1	2	Teacher Supplies		\$0.00
1	1	2	Title I- Supplies	211.11.6399.00.001.24.0.00	\$0.00
1	1	2	Supplies-warehouse requisition	211.11.6399.00.001.24.0.00	\$0.00
4	2	5	Clothing Voucher	32.6499.00.001.24.0.00	\$3,557.00
4	2	7	Clothing Voucher	211.32.6491.00.001	\$0.00
Sub-Total					\$3,557.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$3,557.00
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Hotel rooms/meals/rental/gas card/parking	23.6411.00.001.24.0.00	\$0.00
4	1	1	TASA Conference (Deans/APs)	13.6299.00.001.24.0.00	\$0.00
4	1	1	Texas Council for Social Studies Conference- Title II		\$0.00
4	1	1	TASA Conference (Deans/APs)	13.6411.00.001.24.0.00	\$0.00
4	1	1	CAST Conference (Science)		\$0.00
4	1	1	ABYDOS Conference (ELAR)		\$0.00
4	1	1	TAC Conference	23.6299.00.001.24.0.00	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,175.00
+/- Difference					\$17,175.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Travel- Students Transportation Bert Ogden Arena, Edinburg TX	865.00.21.90.00.880.00.0.8P	\$264.00
Sub-Total					\$264.00
Budgeted Fund Source Amount					\$264.00
+/- 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	\$38,068.07
1	1	2	Student & Family Snacks for GEAR UP Events	274.11.6499.00.001.24.0.00	\$532.00
1	1	2	Ink cartridges - Oct 2024	274.11.6399.00.001.24.0.00	\$1,690.00
1	1	2	School Specialty Order	274.11.6499.001.00.24.0.00	\$1,234.99
1	1	2	Warehouse Order - ELAR Teachers	274.11.6399.00.001.24.00.00	\$570.00
5	2	2	Facilitator October Mileage	274.13.6411.00.001.24.0.00	\$177.96
5	2	2	Bus Transportation - Project SYSTEMMS Oct. 30, Dec. 5, Feb. 13	274.11.6494.00.001.24.0.00	\$739.20
5	2	2	Facilitator November Travel	274.13.6411.00.001.24.0.00	\$173.66

GEAR UP (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Bus Transportation - Region One Nov 19	274.11.6494.00.001.24.0.00	\$255.75
5	2	2	Treasure Your Financial Future Workshop Oct 15 & 16	274.13.6411.00.001.24.0.000	\$993.00
5	2	2	Bus Transportation - STC Oct. 31	274.11.6494.00.001.24.0.00	\$202.00
5	2	2	Bus Transportation - Region One Oct. 25, Jan. 17, Feb. 18, May 13	274.11.6494.00.001.24.0.00	\$990.00
5	2	2	Charter Bus to UTRGV & Meals Nov 22	274.11.6412.00.001.24.0.00	\$1,743.00
5	2	2	Region One Treasure Your Financial Future Registration Fee Oct. 15 & 16	274.13.6239.00.001.24.0.00	\$75.00
5	2	2	Bus Transportation - TSTC Nov 13 & 14	274.11.6494.00.001.24.0.00	\$449.00
5	2	2	Bus Transportation - Region One Jan 16	274.11.6494.00.001.24.0.00	\$247.50
5	2	2	Facilitator December Mileage	274.13.6411.00.001.24.0.00	\$164.81
5	2	2	Bus Transportation - Region One Jan 31	274.11.6494.00.001.24.0.00	\$247.50
5	2	2	Facilitator January Mileage	274.13.6411.00.001.24.0.00	\$217.11
5	2	2	Bus Transportation - Mission Event Center Feb 6	274.11.6494.00.001.24.0.00	\$252.45
5	2	2	Student Meals TSTC - Nov 13 & 14	274.11.6494.00.001.24.0.00	\$160.00
Sub-Total					\$49,183.00
Budgeted Fund Source Amount					\$49,183.00
+/- Difference					\$0.00
Band/Fine Arts (182)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Supplies- Band/FA	36.6399.12.045.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.00.045.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.13.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6395.13.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.18.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.13.048.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.115.11.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.00.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.102.11.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.00.048.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.16.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.109.11.0.00	\$0.00

Band/Fine Arts (182)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Supplies- Band/FA	36.6399.14.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.12.001.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	36.6399.13.045.99.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.111.11.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.106.11.0.00	\$0.00
1	1	2	Teacher Supplies- Band/FA	11.6399.00.104.11.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.16.048.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.MA.001.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.16.045.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.12.001.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.12.045.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.13.001.99.0.00	\$0.00
1	1	3	Contracted Services- Band/FA	36.6299.16.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.12.045.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.16.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.12.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.13.048.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.18.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.16.045.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.13.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.MA.001.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.13.045.99.0.00	\$0.00
4	1	1	Travel-Employee	36.6411.00.001.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.16.048.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.00.048.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.00.001.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.12.045.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.16.001.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.13.048.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.12.001.99.0.00	\$0.00

Band/Fine Arts (182)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Travel- Students	36.6412.16.045.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.13.001.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.13.045.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.18.001.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.00.045.99.0.00	\$0.00
4	2	2	Travel- Students	36.6412.MA.001.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.16.045.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.13.001.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.12.045.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.13.045.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.13.048.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.18.001.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.00.001.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.16.048.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.00.048.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.00.045.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.MA.001.99.0.00	\$0.00
5	2	2	Bus Transportation- Band/FA	36.6494.12.001.99.0.00	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$235,291.00
+/- Difference					\$235,291.00
Athletic Fund (181)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Athletics Student/Coaches Meals	6412/6411	\$100,000.00
Sub-Total					\$100,000.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$0.00
GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Walmart Grant	488.11.6399.00.001.11.0.WM	\$1,039.00

GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	HEB Student/Parent Snacks	488.11.6499.00.001.11.0.WM	\$281.00
1	1	2	Miscellaneous Supplies	488.11.6399.00.001.11.0.WM	\$480.00
Sub-Total					\$1,800.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$433,128.40
Grand Total Spent					\$155,595.90
+/- Difference					\$277,532.50

Addendums

Donna Independent School District
Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Donna Independent School District
Procedimiento de traducción

Propósito:

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

Tipos de traducción disponibles:

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

Datos utilizados para determinar las necesidades de traducción:

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

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

Documentos/Información a traducir:

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

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

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

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

Monitoreo:

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

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

Mission

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

Number One Outcome

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

Our Shared Beliefs

- Every child has the right to learn and deserves a passionate teacher in an engaging environment.
- Our schools are the responsibility of our community.
- Everyone thrives in a positive school culture that values respect, trust, diversity, and dignity.
- Establishing positive student, faculty, and parent relationships is key to student academic success.
- Teachers need to feel supported/motivated and provided with the necessary resources that will ensure student success.
- Social and emotional skills are developed from the elementary to the high school, leading to students finding their passion.
- All students deserve a quality and well-rounded education.

DISD Strategic Plan Goals

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

PURPOSE OF A CNA

- Purpose
 - Conduct a root cause analysis
 - Determine why gaps exist
 - Identify strengths and weaknesses
- Why?
 - Both state and federal guidelines require a comprehensive needs assessment to determine strategies, funding, and evaluation of programs and services.
 - The required stakeholders must be part of the process
 - ✓ parents
 - ✓ other members of the community
 - ✓ teachers
 - ✓ principals, or other school leaders
 - ✓ paraprofessionals
 - ✓ administrators
 - ✓ tribes and tribal organizations present in the community
 - ✓ If appropriate, specialized instructional support personnel, technical assistance providers
 - ✓ if the plan relates to a secondary school, students, and other individuals determined by the school

HOW DO WE START THE CNA PROCESS?

- Establish committees for each focus area of the CNA and appoint committee chairperson;
- Determine which type of data will be collected and analyzed;



FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	<ul style="list-style-type: none"> At-Risk by Category Attendance College, Career, and Military Readiness (CCMR) 	<ul style="list-style-type: none"> College/University/Dual Credit/Advanced Placement Enrollment Course/Class Assignments Enrollment Ethnicity Gender 	<ul style="list-style-type: none"> Mobility/Stability Rates of Graduation, Completion, and Dropouts Special Program Participation Teacher-Student Ratios
Student Achievement	<ul style="list-style-type: none"> Advanced Course/ Dual Enrollment Data College, Career and Military Readiness (CCMR) College Entrance Exams Course/Class Assignments Course/Class Grades 	<ul style="list-style-type: none"> College/University/Dual Credit/ Advanced Placement Enrollment Graduation Plan Types Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts Results Driven Accountability (RDA) 	<ul style="list-style-type: none"> Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures State Assessment Data State and Local Student Assessment Data Tables Texas English Language Proficiency Assessment System (TELPAS) Results Texas Success Initiative (TSI) Data
School Culture and Climate	<ul style="list-style-type: none"> Classroom and School Walk through Data Feedback Data Focus Groups 	<ul style="list-style-type: none"> Interviews Parent Conferences or Meetings Questionnaires 	<ul style="list-style-type: none"> Student Discipline Data (including Disproportionality) Surveys
Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> Course/Class Completions, Grades, and Other Data Paraprofessional and Other Staff Qualifications Professional Development Data 	<ul style="list-style-type: none"> Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts Recruitment and Retention Rates and Other Data Special Program Qualifications (Bilingual/ESL, Special Education, etc.) 	<ul style="list-style-type: none"> Staff Mobility/Stability Teacher Certification/ Qualification Data Teacher-Student Ratios Texas Teacher Evaluation & Support System (T-TESS) and/ or other Staff Effectiveness Data

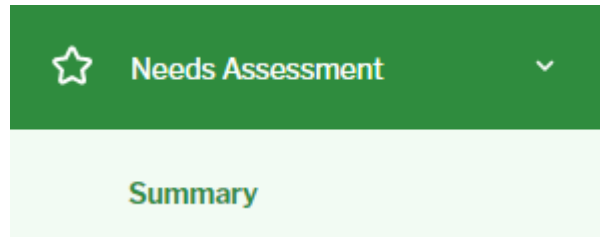
CONT.

- Gather and analyze data;
 - Look for patterns in the data that reveal trends or insights about the campus/district
 - Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources
- Use probing questions;
- Finalize findings and identify/summarize strengths and needs
- Finalize plans for the upcoming school year based on these strengths and needs
- Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;

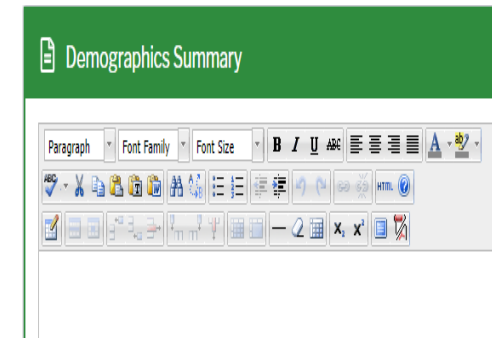


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

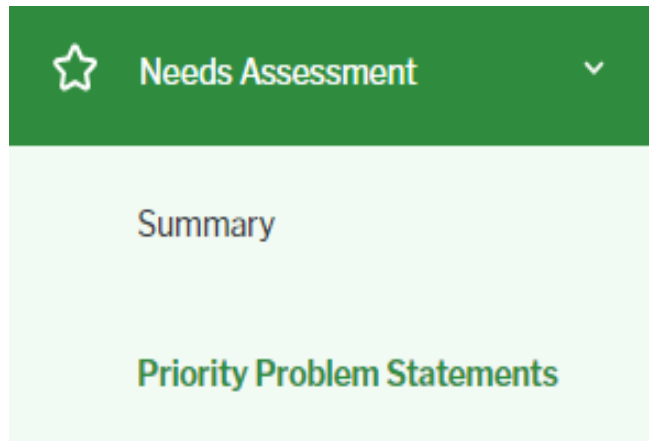


Demographics
Student Learning
School Processes & Programs
Perceptions



CONT.

- Enter problem statement and root cause





Demographics

1	Problem Statement : 86 % of students are considered at risk. Root Cause : Students are economically disadvantage, parents not as involved, not exposed to the experiences other students may have. Edit Associated Areas
2	Problem Statement : Attendance rate was low, this year we had an average of 89.59%. Root Cause : Many students and staff were affected by the COVID-19 and missed school for prolong periods of time. Absent means missing our on class time. Edit Associated Areas
3	Problem Statement : School clubs and other activities were suspended for the year, or there was low participation. Root Cause : Due to COVID-19 school clubs did not meet and some activities that occurred had low participation due to fear of possible exposure to the virus. Edit Associated Areas

CONT.

- Check off data sources used to compile strengths, weaknesses, and recommendations

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



Accountability Data

- ☐ Texas Academic Performance Report (TAPR) data
- ☐ Student Achievement Domain
- ☐ Student Progress Domain
- ☐ Closing the Gaps Domain
- ☐ Effective Schools Framework data
- ☐ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☐ Accountability Distinction Designations
- ☐ Federal Report Card and accountability data
- ☐ RDA data
- ☐ Alternative Education Accountability (AEA) data
- ☐ Local Accountability Systems (LAS) data
- ☐ Community Based Accountability System (CBAS)

Save Accountability Data

UPLOADING DOCUMENTATION ON TITLE I CRATE

- Maintain meeting agendas, sign in sheets, and data sources used and upload on Title I Crate
- Log into <https://auth.806technologies.com/login/plan4learning>

Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER



Home



District Crate Upload



Reports



History

CONT.

- Scroll down to “M” End of the Year Documents

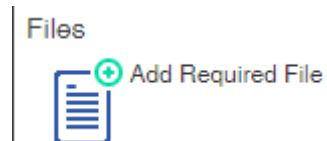


- Click on #3 CNA Documentation

3

CNA Documentation (Summary, meetings agendas, minutes etc.)
🕒 06/24/2023 👤 Rebecca Castaneda [↻ Change](#) 📄 1 Required F

- Click the + add required file and upload your documents



QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?
 - Migrant – Do they return each year? What time of year?
 - Homeless/Foster – What services are available?
 - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?
 - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?
 - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?
 - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?



PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.
- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?
- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?



STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

- Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as “Does Not Meet”, “Approaches”, “Meets”, and “Masters”. If not, why?
- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?
- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?
- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?
- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?



PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?
- Are there universities and/or community colleges in our community? How do we interact with them?
- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.
- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?
- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?
- Are communications translated into languages other than English when needed?



STAFF ENGAGEMENT (GOAL 1 AND 2)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years
- How do we support inexperienced teachers? Discuss any staff mentoring results.
- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
- What are teachers' expectations for parental involvement? How do we know?
- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?
- What procedures are in place to involve staff in improvement planning? How are they included in decisions?



STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
- How do students describe their campus? How does this differ from teachers' descriptions?
- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?



STAFF QUALITY, RECRUITMENT, AND RETENTION (GOAL 1, GOAL 3, GOAL 4, GOAL 5)

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?
- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?
- What support is available for teachers whose student performance is below district and/or state standards?
- How are the strengths of the most effective teachers shared with others?
- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?
- What professional development and resources are needed? How are these needs identified?



QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA
- [CNA questions to consider](#)



LAST STEP - BUDGET

- Using the district and/or campus improvement plan on plan4learning, identify Goal, Performance Objective, and Strategy that addresses the need (go back to your root causes, what strategies or activities will directly address the root causes?)



Focus On Student Success



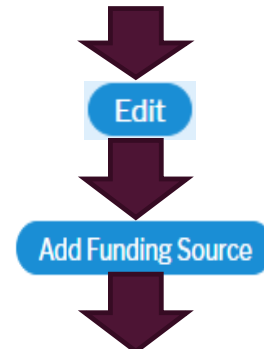
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations

CONT.

Strategy 1

Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice



Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code \$ 117,544
Resources Needed	Summer Curriculum Updates: Content strategists will work on updating curriculum document	FTE
	Title I (211) >	211.13.6118.00.933.24.0.C\ \$ 56,140
Resources Needed	Locally Funded Instructional Programs: Istation (\$195,762.60), Edusmart (\$30,400), DBQ Onl	FTE
	Local (199) >	199.11.6399.XX.XXX.XX.X.) \$ 260,312.60

BREATHE

- Once you have tied your activities and budget to the CIP;

