Donna Independent School District

Donna High School

2022-2023 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

Needs Assessment Overview

Needs Assessment Overview Summary

[STAAR RECOVERY DISTRICT GOALS:](#) This document maps out the STAAR goals for every grade level and subject that will enable the district to return to pre-covid STAAR performance by the end of the 23-24 school year.

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

- Enrollment numbers indicate the number of students attending school, its courses, and its performance growth. It determines the funding for the district. The district's projected enrollment numbers are currently lower than last year's. Enrollment for 2021-2022 is 1914.5
- The total enrollment number for 2021-2022 is 1914 students vs. 2,094 students in 2019-2020.

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

Hispanic 2035 Hispanic 99%,

White 7, .3%,

Male -1044,

Female 944

Economically Disadvantaged 1,868

Non-Educationally Disadvantaged 174

Section 504 Students 107

EB Students/EL 766

Students w/ Disciplinary Placements (2019-20) 81

Students w/ Dyslexia 13

Homeless 63

Immigrant 19

Migrant 117

Title I 2,042

At-Risk 1,378

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

Enrollment has been maintained every academic year by a few students. In the year 2018-2019, the enrollment count was 2046. In 2019-2020 it was 2094, and the enrollment count for 2020-2021 was 2042 since enrollment numbers have been consistent.

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

Based on 2021-2022, here is the breakdown by program:

- Special Education count: 245
- Career and Technology CTE:?
- Gifted and Talented: 289
- English Language Learners: 756
- Migrant: 117
- Immigrant: 19
- Economically Disadvantaged: 1868
- Title 1: 2042
- ESL: 756
- At-Risk: 1378
- Total Homeless: 63
- Total Dyslexia: 13

Special education has increased but so have Gifted and Talented. While migrant and immigrant, as well as Economically Disadvantaged students, have decreased, ELL and ESL students have increased. Both Title 1 and At-Risk students have dropped. Student enrollment has reduced due to the pandemic.

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

In 2018-2019 the participation rate was 99%, while in the 2020-2021 school year, participation was 82% showing a substantial decline in participation probably due to quarantine/lockdown. Special Ed and ELL participation has shown a similar decrease. Participation for ELA, Math, and Science has also decreased in participation, but Social Studies participation has shown maintenance of 98-99% participation.

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

- Data reflects that students in these special programs must meet specific criteria to exit from these special programs. When it comes to special education, for instance, a student must have completed all EOC standards as well as be passing their classes independently. Students also have ARD meetings that indicate whether there is an educational need; data for the student is reviewed, and the committee makes a decision. Students identified as 504 must undergo a similar process to exit their program. They must master all EOC assessments and succeed in the classroom for graduation.
- For a student with LEP or EL status to exit the program, they must score an Advance High in each of the four domains, Listening, Speaking, Reading, and Writing, within their TELPAS exam. They also need a teacher evaluation from their current English teacher of record. On top of that, first-year students must pass English 1 EOC, sophomores English II EOC and Juniors/Seniors must pass the IOWA Form F in Reading/Language with a 10percentile 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, or other diagnostic indicators. The number of students within these special programs seems to be increasing each year which is consistent with the number of students taking the EOC.
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7. Who are our at-risk students? What is their at-risk category?

- Based on current data, academic assessments, and grades, 67.48% of our student population at Donna High School is classified as "At-Risk".

Over the past three years, our percentages have been decreasing.

- **2020-2021**: 1378 students 7.48%, **2019-2020**: 1490 students 71.16%, **2018-2019**: 1503 students 73.46%
- For a student to be identified as AT RISK, they must meet one of the 14 indicators. The 14th indicator was recently added.
  - AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered at risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.
  - A student considered to be "at risk of dropping out of school includes each student who is under 21 years of age and who:
  - is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
  - was not advanced from one grade level to the next for one or more school years;
  - did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
  - is pregnant or is a parent;
  - has been placed in an alternative education program following TEC §37.006 during the preceding or current school year;
  - Has been expelled following TEC §37.007 during the preceding or current school year; is currently on parole, probation, deferred prosecution, or another conditional release;
  - was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

- is a student of limited English proficiency, as defined by TEC §29.052;
  - is in custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
  - is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments;
  - or resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
  - Low-income students along with minorities.
  - At-Risk Code 14: Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

8. Who are our Migrant students?

- A "migratory child" is a child or youth not older than 21 years of age who has made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. Migrant enrollment at Donna High School during the 2019-2020 school year was **332** students, which is **14.5%** of the student population.

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 Texas Education Agency, 2020-21 Student Information (TAPR) Report, Donna High School had a total of 275 mobile students that make up 12.3%. (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 (162 students as shown on TAPR report under Total Student Attrition) divided by the total student population (2042 students) which equals (See Exhibit 2 for Student Attrition)

 = **(2042-162)/2042 X 100 = 92.07%**

- The Mobility rate for Migratory students at Donna High School is the total number of mobile migratory students (Students that had a late entry or an early withdrawal date) Divided by the total number of Migratory Students that were serviced at DHS throughout the year. = 48 Mobile Migratory Students/100 total Migratory Students = 48% Mobility rate. The stability rate for Migratory Students is an estimation based on possible early withdrawals in the coming weeks. We will probably have 70 Migratory students finish the school year divided by the 100 total students served at DHS, equal to a 70% stability rate.
- The Migratory student population is highly mobile, almost 4 times more than regular students (48% Migratory vs. 12.3% regular student population), and the stability rate is 22 percentage points below the regular student population (70% migratory student population vs. 92% for regular student population)

- (Exhibit 1)

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	13	0.6%	0.6%	4.5%	13	0.6%	0.6%	4.5%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	63	3.1%	6.8%	1.1%	63	3.1%	6.8%	1.1%
Immigrant	19	0.9%	1.5%	2.0%	19	0.9%	1.5%	2.0%
Migrant	117	5.7%	4.2%	0.3%	117	5.7%	4.2%	0.3%
Title I	2,042	100.0%	100.0%	64.5%	2,042	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.1%	2.7%	0	0.0%	0.1%	2.7%
At-Risk	1,378	67.5%	79.0%	49.2%	1,378	67.5%	78.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	756	37.0%	55.3%	21.0%	756	37.0%	55.3%	20.9%
Gifted and Talented Education	289	14.2%	8.9%	8.3%	289	14.2%	8.9%	8.3%
Special Education	245	12.0%	10.4%	11.1%	245	12.0%	10.4%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	245							
By Type of Primary Disability								
Students with Intellectual Disabilities	160	65.3%	61.5%	42.5%				
Students with Physical Disabilities	10	4.1%	11.7%	21.3%				
Students with Autism	27	11.0%	10.8%	14.1%				
Students with Behavioral Disabilities	48	19.6%	14.6%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	275	12.3%	15.9%	13.8%				
By Ethnicity:								
African American	2	0.1%	0.0%	2.8%				
Hispanic	271	12.1%	15.7%	7.1%				
White	2	0.1%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	30	12.4%	17.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	124	16.3%	17.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	250	12.4%	15.8%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	162	9.9%	15.0%	16.6%				

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

- Some of the 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 living outside the city limits include subdivisions near or on the poverty line.

11. What are the staff demographics?

- The most current information for the teacher demographics was from the TAPR report 2020-21. Current data indicates we have the following percentages:

African American: 0.0%

Hispanic: 94.1%

White: 4.6%

American Indian: 0.0%

Asian: 1.3%

Pacific Islander: 0.0%

Two or More Races: 0.0%

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

African American: 2018-2019: 0.06%

2017-2018: 0.7%

Hispanic: 2018-2019: 94.1%

2017-2018: 94.6%

White: 2018-2019: 3.3%

2017-2018: 2.7%

American Indian: 2018-2019: 2.0%

2017-2018: 0.0%

Asian: 2018-2019: 2%

2017-2018: 0.0%

Male:

2021-2022: 49.2%

2018-2019: 48.6%

2017-2018: 50.3%

Female:

2021-2022: 50.8%

2018-2019: 48.6%

2017-2018: 50.3%

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

- (*Student Learning) The student/teacher ratio of 14:1 is lower than the Texas state level of 15:1. A lower ratio will lighten the workload for teachers, enabling them to focus on the QUALITY rather than the QUANTITY of their teaching and grading. In a smaller group, students are more likely to feel comfortable voicing their opinions, asking questions, and addressing their needs. Students continue to struggle in certain areas of the STAAR assessments and AP, TSI, and ACT exams.

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

- Teachers must be certified in their teaching field. Paraprofessionals must have a high school diploma and a required number of college hours. PPR, Content area, and ESL certification are necessary for teachers.
- Current data is not available at the moment, but in 2018-2019, 2.5% of teachers had no degree, 77.1% had a Bachelor's degree, 19.9% had a Master's degree, and 1.1% had a Doctorate. This data reflects a decrease in teachers with no certification by 0.6%, a decrease of teachers with a Bachelor's degree by 1.9%, an increase in teachers with a master's by 3.1%, and a decrease of teachers with a Doctorate by 0.1%.
- In both years, teachers have slightly increased in the years of experience by subgroups (1-5, 6-10, and 11-20).

- The district provides incentives to hire highly qualified teachers, like Stipends to be national board-certified, have a master's degree in their content area, and is implementing the TIA model to incentivize teachers to strive for their best and challenge themselves to bring up student growth.

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

Teachers are "highly qualified, " meaning having a bachelor's degree and a certificate in their teaching field. The percentage of teachers that hold a master's degree has increased from 16.8% to 19.3 % in the past year. All teachers undergo an evaluation process to meet district and campus requirements to renew their contracts. The evaluation process consists of teacher walkthroughs (announced and unannounced) and systematic, individualized collaboration between the educator and the evaluator (administrator) to provide continuous support and a plan of action to further student growth.

Demographics Strengths

1. Communication between special population departments to help each other track student progress and improve services all around.
2. Strong administrative support
3. A high percentage of Hispanic students enrolled in advanced courses (Dual/Concurrent Enrollment/ AP Courses)
4. High level of student participation in special programs
5. Significant increase in academic success for students enrolled in special programs

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Algebra 1, Biology, and US History EOC scores need improvement. Problem Statement 2: Low TSI participation. Problem Statement 3: High retention rates for teachers and students.

Student Learning

Student Learning Summary

FOCUS QUESTIONS

1. How is the student achievement data disaggregated?

Six Weeks Exams Benchmarks Semester Exams STAAR Test TELPAS

Graduation Rate Dropout Rate School Report Cards

Student Work

Courses/Class Grades

Progress Reports

We are utilizing the Eduphoria/ AWARE system which gives instant results and information regarding an assessment. This program provides feedback regarding student mastery (or non-mastery) of specific objectives and concepts. Bundle & Benchmark data is utilized and disaggregated in AWARE and by each department. Results are disaggregated by TEKS, bundle assessments, and EOC scores. Student achievement data is also disaggregated via principal presentations, Instructional Action Plans, and Student Self Reports. Student data is separated by demographics and accommodations. This data is collected through bundle scores, TELPAS scores, state data, and content area scores" (DHS Campus Improvement Plan, 2021).

1. **How does student achievement data compare from one data source to another?**

From one source to another the data seems to suggest that STAAR is a good indicator of how they are doing on EOC and other data sources. Most demographic groups scored below the state level (18%) at Master Grade Level in 2021 (DISD Campus Improvement Plan, 2021). "Benchmark results, bundle exams, and STAAR EOC results are showing a decrease as the year progresses. Aware offers accurate data every Six Weeks and is at the teacher's disposal daily. The Principal's presentations are in-depth, and instructional action plans are detailed. The data varies in the content subject area, and in the standards that are set for student achievement." (DHS Campus Improvement Plan, 2021)

1. **What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other categories? (*Demographics)**

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

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

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

Some students have shown growth during this virtual learning year. Some students who are tedious with routines are performing better than other students. However, the growth is limited. The main concern we have for limited to no growth in attendance in the classroom. Also, having students participate regularly in class and or turning in classwork.

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

"We are maintaining growth concerning the general population. LEP scores are increasing in English and US History. The graduation rate is showing growth due to changes in graduation requirements and IGC. DHS is showing growth in English I and English II STAAR percentage passing and has far surpassed others in the area of US History. Student growth can be seen in STAAR's persuasive and expository writings. Student portfolios are utilized to demonstrate growth from 1 to 5%. We are showing growth in Mathematics and Science. Our STAAR benchmark scores showed improvements from last year to the current year" (DHS Campus Improvement Plan, 2020).

1. **Which students are making progress? Why? (*School Process)**

All student populations are making progress because instructors are utilizing data desegregation and accountability. Many programs, like the Ambassadors, target students at the 9th-grade level, which serves as a mentorship program. Diverse Learners, LEP students, and At-Risk students are all making progress, even if at times minimal.

Accommodations are utilized to assist students.

Campus implemented programs for credit recovery such as FAST PASS help students recover grades and give them the motivation to continue working in class. Our low socioeconomic status students are making progress because of the technological and academic opportunities provided through Donna ISD.

1. **What impact are intervention programs having on student achievement? Which students are benefitting or not? (*Demographics)**

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

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

The DHS CIP provides 10 comprehensive research-based support strategies to target goals. One of these offers summer and year-round English Language Development Academy (ELDA) for ESL/LEP students to target deficiencies in Reading & Writing, and provides funds for ELDA tutors to offer students extra academic support in these areas. It also includes the Students with Ideal Mentors (SWIM) Program and consultant services for ELs. These same programs could also be offered to our At-Risk students to get ahead or make up for lost classes due to attendance or deficiencies. Increased funding for these initiatives would help them serve more students.

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

Data indicates results from 2019 and 2021 due to the cancellation of Spring 2020 STAAR.

There was a decrease in English I from 58% to 41%; an increase in English II from 56% to 59%;

Algebra decreased from 79% to 47%, Biology decreased from 81% to 59%, and

US History decreased from 95% to 83%.

CTE provides opportunities for all students that are looking to receive certifications before high school graduation. To complete their certification, students must start taking courses for their certification completion in 10th grade (DHS Campus Improvement Plan, 2021)

1. **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, after school/weekend tutorials helped improve student achievement.

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

Data allows us to pinpoint key weaknesses in online learning and TEKS not well comprehended virtually.

1. **Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process)**

Students at Donna High School are making annual progress.

Data that is collected throughout the years shows how student scores are progressing across multiple demographics. There is not a single group of students at a disadvantage due to the opportunities provided by the district.

Students with good attendance and minimal behavioral problems have shown annual progress. Students who are self-motivated and seek additional help have shown growth. Students in advanced courses, such as CC, AP, Pre-AP, and TSTEM are motivated to excel.

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

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

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

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

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

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

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

During the DISD Academic Days, a select few update the curriculum guides and the instructional and assessment materials. The content of the curriculum itself and our workbooks are evidence that the curriculum is clearly linked to the TEKS and student learning standards. Teachers must follow the timeline provided for each course, are expected to use Forethought when lesson planning, and AWARE to analyze data tested 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 to the TEKS.

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

Data is used to determine strengths and weaknesses in the curriculum and delivery of instruction. Teachers use data to adjust curriculum, and instruction based on bundle exam results ("mini-benchmark" results). Daily student performance data is also used in the re-teaching of the curriculum where teachers employ different learning strategies.

Data is used to determine which TEKS need to be spiraled in and used to form tutorial groups; teacher instructional action plans are also based on disaggregated data. Instructional Planning Days are scheduled after each six weeks period to ensure data is analyzed and weak TEKS are targeted so that teachers can modify instruction accordingly.

Teachers dissect individual and overall group data to determine areas of need and determine a course of action to address areas of concern and provide different levels of rigor to challenge all learners

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

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

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

The 21st Century Skills themes are covered through real-life mathematical applications. The learning and innovation skills are contained in the higher-order thinking skills of Bloom's taxonomy that are employed by our teachers. Kagan structures help students develop both academically and socially. The implementation of technology is better for preparing students for real-world demands. In Science, for example, courses apply the use of technology and concepts of global awareness, financial, economic, business, health, and environmental literacy that is TEKS specific. Students are introduced to STEM careers and are highly encouraged to participate in academic extracurricular activities such as UIL, Science Fair, Master Minds, Science Olympiad, Robotics Club, and several STEM summer institutes. MTTs provide technology and Web 2.0 tools training. Teachers incorporate technology such as Edmodo, Google Docs, Kahoot, and online textbook activities. All are student-centered and provide immediate feedback. 21st-century learning skills are further implemented in the curriculum through the use of technology, the concept of global awareness, and environmental literacy that is TEKS specific. In addition, students are introduced to T-STEM Academy initiatives of Project and Problem based Learning. Teachers also utilize technology and cooperative learning, use videos from adopted textbooks, and use YouTube videos to explain, teach and tutor students. Students engage in critical thinking through collaboration and teamwork. Students participate in labs that require the use of technology and software.

1. **How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups? (*School Process & Demographics)**

Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the students' mastery (or non- mastery) of state assessments, they may be placed in trailer courses to better suit their academic needs. When students do not Approach Grade Level, they are enrolled in a remedial class.

When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class, and higher than a 4831 will be scheduled in 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 the 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. To target different populations, we use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL.

As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to provide support to our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.

Different methodologies and research-based instructional strategies are implemented. District-created bundles and curricula are implemented.

Teachers use formal, informal, and summative assessments to guide instruction. Expected outcomes of achievement are varied within each classroom. High-interest reading selections and instructional videos that appeal to the students and their outcome needs are utilized.

Scaffolding, differentiation, and sheltered instruction are enforced.

Because the curriculum is being evaluated every 6 weeks and it is the same curriculum for both Donna High School and Donna North High School they are very well aligned. Students may use breakout rooms to further their learning and class discussions

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

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

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

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

Our teachers' goals are to provide students with a positive learning climate in which the student is motivated to engage in the lesson, obtain higher-order thinking skills, and grow in

problem-solving and critical thinking. Our lessons are geared at the specific needs of students and when the design and delivery of the lessons are aimed at their needs, students will grow not just academically, but also socially, professionally, and emotionally. Kagan structures have been included in lesson plans, promoting classroom management, a positive learning climate, and higher-order thinking skills.

With the increased use of a laboratory setting, Kagan structures, the 5E model, and Project-based learning, a positive learning environment allows students to interact with expectations and keep them engaged in student-centered activities. This process allows students to develop higher-order thinking skills that may be applied to real-world scenarios where critical thinking and problem-solving take place.

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

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

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

Students can investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs. Asynchronous/Online instruction helps increase student participation for students who are less likely to participate in person.

Students can search for answers and utilize online resources to complete their assignments.

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

Yes, there is diagnostic evidence that assessments made in collaboration with curriculum directors, deans, and administration are developed to be aligned with clearly specified and appropriate achievement expectations. They are developed and closely linked to previously released exams and STAAR Released items and information booklets from the Texas Education Agency. For instance, students' scores determine their placement in EOC trailer classes, regular classes, or advanced core classes. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC graduation requirements.

Assignments, quizzes, bundle tests are aligned with specific expectations of district and state standards. They are developed with alignment to TEKS by district curriculum writers and specialists and through data meetings.

Assessments are administered to students every six weeks as a bundle exam. The bundle exam provides data-driven results that measure each objective taught. In addition, students are given benchmarks, six weeks exams, semester exams, and EOCs.

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

1. **How do we know assessments are designed, developed, and used fairly and equitably that eliminates 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.

1. **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 that consistently log in and participate. We need a separate method/system to make check standards for students we do not regularly interact with.

We follow curriculum guidelines and transposing all physical assignments to digital.

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

WIFI TOWERS

Internet Hotspots for Students' use.

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

TEACHER LAPTOPS

IPads/Tablets

XP-Pen / equivalent writing Tablets

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

Finale Music Creation Audacity

SolidWorks Tinker CAD More per subject.

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

Tech. Proficiency for Staff

The majority of Staff is computer literate Google Classroom under our belts

Quizizz, Edpuzzle, Kahoot, etc. currently in use for regular student interaction. Schoology with mixed results

Tech. Proficiency for Student Same as Staff

Required Training / Training wanted:

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

- Technology Proficiency for Staff

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

- Technology Proficiency for Students

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

- Professional Development

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

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

1. **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?**

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

Network bandwidth speed and consistency. Lack of troubleshooting experience.

1. **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

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

- All Core subjects use technology for daily interactions. Google Classroom is used in every class for students to receive updates on assignments and activities that are happening in and outside of the classroom.
    - Students are responsible for their grades in class by turning in assignments and completing them in a timely manner
        - Teacher assigns multiple assignments throughout the week and students are expected to complete, if not completed their grade will be affected
    - Introducing new topics through technology can integrate real world applications in the classroom

- Showing students videos or using online resources to explain new material gives the students an opportunity to understand it through a different perspective

  ◦ Using technology supports different types of learners

    - Engaging networks such Pear Deck, Google Classroom, Brain Pop, PBS, Quizizz, etc. help instructors discover which teaching styles work best to identify students' needs.

  ◦ Testing and Quizzes in the classroom

    - Eduphoria is used to grade and check where the students might be having difficulty, teachers receive the grades and use it to plan whether or not they need to reteach or continue with the next topic

- Incorporating technology in the classrooms has the potential to increase student motivation, social interaction, positive outcomes, enhance student learning, and benefit the teachers.

- Using technology can cause cheating if students are not being overseen by the teacher, a way to prevent cheating would be to use GoGuardian.

- Unequal access to technology is a factor most students face due to them not being able to receive a chromebook or not have proper internet access

- Though it allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.

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

The network does not fully support all its users adequately; its use is limited. The design of the DISD network makes communication easier with teachers, administrators, and 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.

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

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

We use Technology for Instructional planning, actual Instruction, Printing and displaying instructional material. Technology is also being used for student assessments and for daily grades by assignment that utilizes technology to complete the assignment. The use of technology has replaced the use of paper for the most part and has made our jobs easier.

Everything is kept digitally in Eduphoria and is an effective record-keeping system. However, it is clunky and could be better streamlined so that teachers can take attendance, grade, and lesson-plan quickly and easily in a single place.

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

Curriculum and Technology need to be updated from the model of "solely in-person instruction" to give guidance and assistance to the current state of affairs of "mainly virtual" and be adaptable to a hybrid model. Make these changes sooner/proactively to best prepare all professionals during PD time again yearly.

Student Learning Strengths

Student Learning Strengths

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

1. Interventions for students with needs

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

1. Programs such as Ambassadors, tutorials, and others that target student groups and provide students with the opportunities to expand student learning.

1. District Curriculum is strong in some areas

1. Collaboration/team planning, PLCs

1. Abydos, Lead4ward, GT, Google, and other Technology training

1. AP Exam participation

1. ACT Testing Participation

1. STEM students will have the access to advanced academic programs, technology applications, and distance learning networks through a STEM initiative.

1. Baseline technology in every classroom, and students were provided with a personal Chromebook

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

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

1. Technology is increasingly being used in the classrooms.

1. Direct connectivity to the internet

1. Teachers have laptops and desktops

1. Graphing calculators, IPads, whiteboards, and projectors are available for everyone.
2. DISD Technology Conference/Symposium

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

1. Students have access to computers at the LRC and various library online resources

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

1. District provides upgrades to technology as needed.

1. Atomic Learning, Google Classroom, Pear Deck, Schoology

1. WIFI/HotSpots are being provided

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statement 1: A significant decrease in EOC scores in Algebra 1, Biology, and US History. Problem Statement 2: Lack of student engagement in online learning platforms. Problem Statement 3: Decreased student attendance rate. Problem Statement 4: High student failure rate. Problem Statement 5: Some teachers are in need of classroom/office printers, more software programs, and technology e

Perceptions

Perceptions Summary

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

- Students will say the climate is difficult but enjoyable. Most students describe the school climate as welcoming and encouraging with a sense of belonging. From a Teacher's perspective, the climate is to accommodate as many students as possible. Teachers are flexible with working with students, the lack of student involvement in their academics has increased discipline and dress code violations.

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

- The evidence is in the student's awards, certifications, and achievements in sports, college admissions, CTE certification, scholarships earned, etc. Also, data reports, report cards, and test assessments are measurements that our school is aligned with mission statements.

Question 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? (*Demographics)

- The respect and professionalism displayed amongst staff foster strong and ethical relationships as well as a strong support group. In return, the positive attitudes between colleagues encourage students to feel a sense of belonging and support for themselves. This is seen in the great teacher-students rapport and student participation in a variety of extracurricular activities. Students are motivated to excel both in academics and extracurriculars. As in many campuses, not all students respond the same to the positive environment created. Therefore, it is typical to see the same students involved in the same recurring incidents.

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

- Students that have a pattern of participation in negative behaviors typically suffer academically. They fall behind in credits and perform poorly in district and state assessments.

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

- Students and staff feel very safe here at Donna High School. Teachers are scheduled to monitor hallways, patios, and other areas of the campus during planning/conference periods to ensure students make it to class. A Learn and Lead Safety Plan has been communicated to teachers including safety protocols for COVID 19 and we were provided PPE for ourselves and our students.

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

- Now that we have transitioned to in-person learning, academic expectations for students are easily communicated. Behavior expectations were also communicated in person and enforced since the beginning of the school year. Extracurricular activities are a driving force for some students as they have to maintain good grades to participate in activities such as theater, dance, sports, etc. Student expectations are communicated often by teachers, coaches, administrators, etc. Teachers continue to maintain high expectations for learning and behavior

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

- The students that are more satisfied with the school's culture and climate are those that are involved in other extracurricular activities. These students tend to feel a stronger sense of belonging when they are able to mingle with like-minded individuals in a safe space to entertain their common interests whether that be sports, music/dance, or education. A sense of responsibility and value increases the students' likelihood of maintaining positive behaviors and attendance records.

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

- The data indicates the intended purposes of classroom techniques and expected outcomes based on the success of the implemented tactics. There are a few different methods to increase the correlation between improved classroom management & organization skills to help increase the drive for students' educational development.

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

- Data reflects that students who engage in these dangerous lifestyles often lack academic involvement, direction, and guidance outside the classroom. Students do not feel they belong so in turn will join dangerous groups to feel a sense of belonging and importance. Counselors and LSSPs are available to students and redirection. Drug education is provided to students every 6 weeks. Students need education on these topics. Many students are not aware of the dangers these drugs possess. The students involved in these dilemmas could be anyone struggling with everyday situations.

Question 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?

- Students involved in extracurricular activities normally are students who perform well academically and feel committed to their studies. It is an incentive to participate in extracurricular activities when they perform well academically. It gives students motivation to perform well academically as opposed to students who do not see a purpose of performing well. Student achievement research has shown students who are actively engaged in extracurricular activities thrive in their academics.

Question 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?

- The student's and staff's perception of facilities is that there are many areas that are needed for improvement. Particularly our fine arts area, our dance room needs to be repaired, the floor is laminate and boards shift as they dance. Our auditorium stage lights and stage curtains need to be updated, as the system is very outdated. Students and staff do feel comfortable in the work environment, but fixing different parts of the school would tremendously in students' overall school culture. The only change to our last answer is that the climate has been tougher to adjust to with all students back in school full time. Students seem to feel safe, and individual issues are brought to the attention of LPC. or AP. and handled appropriately. The majority of students and staff have adjusted to the COVID scare by wearing protective gear and/or cleaning areas regularly.

Question 12: How does staff feel about technology?

- Technology, in general, is wonderful. Having a digital classroom parallel to our in-person classroom has helped many students keep up with their classwork. The technology in the classroom needs improvement. All the classroom computers are out of warranty since they are over 5 years old. DVI ports have started failing, many computers are very slow, keyboards have started breaking, and the audio on some computers does not work. New computers are needed. The technology has been more than satisfactory, with students being equipped with appropriate Chrome books or laptops; All learning has been adjusted and successfully offered in person and online for students to have access 24/7.

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

- The Donna High School staff and teachers' perceptions are that all students have an opportunity to succeed and graduate. Parents and the community's perceptions are that our district moves forward to provide a positive environment for learning. Exceeds expectations: the school has provided home visits, phone calls, and regularly updated online social media info to educate parents, and to connect the students and their parents with community resources.

Perceptions Strengths

- A campus strength at DHS is communication within the campus. Staff is made aware of current events and procedures.
- Collaboration-Many teachers collaborate well together in executing plans.

- Awareness of issues that arise on campus and quick response to deal with issues.
- Campus unity, student and staff engagement.
- Our campus strength is working together to solve student issues and helping staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Too many exits and entrances throughout the campus to fully safeguard the student population Insufficient security guards contribute to discipline issues and/or violence. The d code and other policies and not thoroughly enforced. Upgrade technology, internet accessibility in PORTABLES, laptops, projectors, etc. Planning for Consistency and Improved Communication

Problem Statement 2: A campus need for DHS includes further security measures to ensure the safety of the staff and students. This can include more security on site, police, and practice drills for emergencies. Attendance discipline to keep students inside the classroom, not roaming the halls. Campus improvements- Building repairs, upgrades

Priority Problem Statements

Goals

Goal 1: Focus On Student Success

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

*Students that meet or exceed grade-level proficiency on STAAR Math will increase from 17% to 60%
*Students that meet or exceed grade-level proficiency on STAAR Reading will increase from 22% to 60%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 2 Details		Reviews		
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**					

Strategy 3 Details		Reviews		
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes, and teacher BOY, MOY, and EOY surveys. **Staff Responsible for Monitoring:** Campus administration, district leadership, directors, and strategists. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**					

Strategy 4 Details		Reviews		
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Campus administration, Campus Instructional Leadership Teams (ILTs), District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**					

Strategy 5 Details		Reviews			
Strategy 5: Provide opportunities for students to attend U.I.L. competitions, academic competitions, and other club activities/field trips that promote student success; include funds for registration fees, transportation, lodging, and meals for students and U.I.L. coaches, and petty cash funds for the concession stand sales. Other U.I.L. expenses include the following: study materials/supplies, other equipment needed for competitions, opportunities to compete at meets (if needed: transport, fees, and food), fees/dues for our school's contribution to the District fund (DEC), shirts for our student competitors, other incentives for student competitors, and for our hosted meet (fundraiser): trophies for winners from visiting schools, meals for visiting coaches, tests and supplies needed to run the different competitions, outside judges needed for competitions, chairs and table rentals to accommodate all visiting schools (around 35).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Student Participation in Local, Regional, State, National, and Global Competitions **Staff Responsible for Monitoring:** Campus Administration & UIL coaches Club Sponsors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 6 Details		Reviews			
Strategy 6: Provide funds for College and Career Readiness initiatives, specifically AP, ACT, SAT, & TSI Tutorials.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased ACT/AP/TSI scores and increase in college acceptance		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, Financial Aid Facilitator, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum					

Strategy 7 Details		Reviews			
Strategy 7: Support the AP/CC-Dual/UT OnRamps/College Bridge- courses by offering a rigorous curriculum and materials to supplement and enrich instruction.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student college readiness by passing advanced courses to earn college credit. **Staff Responsible for Monitoring:** Campus Administration, Counselors, AP/CC-Dual/UT OnRamps/College Bridge teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

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

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/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.			**Formative**			**Summative**
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			**Sept**	**Dec**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.			**Formative**			**Summative**
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			**Sept**	**Dec**	**Mar**	**June**

Strategy 3 Details			Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals			**Formative**			**Summative**
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			**Sept**	**Dec**	**Mar**	**June**

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

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).	**Formative**			**Summative**
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	Dec	Mar	June
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				

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.)	**Formative**			**Summative**
	Sept	Dec	Mar	June
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				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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.				

Strategy 5 Details		Reviews			
Strategy 5: Donna High School will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.		Formative			Summative
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration		Sept	Dec	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Donna High School will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.		Formative			Summative
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration		Sept	Dec	Mar	June

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

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

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Strategy 2 Details	**Reviews**			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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				

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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.				

Strategy 3 Details	Reviews			
Strategy 3: 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%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details		Reviews			
Strategy 4: 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.		Formative			Summative
		Sept	Dec	Mar	June
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.					

Strategy 5 Details		Reviews			
Strategy 5: The campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%		Formative			Summative
		Sept	Dec	Mar	June
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. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

Strategy 6 Details		Reviews			
Strategy 6: 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.		Formative			Summative
		Sept	Dec	Mar	June
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					

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

Goal 5: Focus On Financial Stewardship

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

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. **Strategy's Expected Result/Impact:** Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. **Staff Responsible for Monitoring:** Campus Administration	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration					
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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Orders, Requisitions, etc. **Staff Responsible for Monitoring:** Campus Administration					

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