

Donna Independent School District
Donna North High School
2021-2022 Campus Improvement Plan



Mission Statement

The mission of Donna North High School is to provide a rigorous, safe, and supportive learning and teaching 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 North High School is to be the best high school in the state of Texas by being 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.

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2021

Needs Assessment Overview

DEMOGRAPHICS

- Culture Diversity
- Transfer grades for NTD students transcribed in a timely manner
- More leaver walks
- Tutorials need to be mandatory
- Events to gain parental support
- PD for accommodations
- Incentives that target students' interests
- Participation and more positions
- Improve reading levels
- Attractive student incentives
- More school programs for students
- Make encouraging phone calls to parents
- Increased parental involvement
- End of Year Rally with upcoming students at the gym, where teachers can set up booths along with counselors to do pre-registration and student can ask questions regarding course offerings for the following year.
- Provide ALL students with DETAILED information regarding courses and certificates available to them.

STUDENT ACHIEVEMENT

- Not enough students taking the ACT exam
- Proper explanation of all criteria (Approaches, meets, Masters)
- More advertisement of advanced courses
- Proper explanation of grad plans
- Exposure to free tuition at colleges
- AP Testing passing rate
- Graduation plans – explanation
- Curriculum for areas (including Spanish, speech, health, etc)
- Students applying for scholarships
- AP Spanish taken seriously
- Lower student –teacher ratio
- Efforts for migrant students
- Provide accommodation documentation as soon as the year begins
- Have teachers create student achievement binders to track their students.
- Trailer course do not work, find alternative ways to incorporate better tutoring for student achievement.

- Afternoon Snacks for students who stay for tutoring.

STUDENT CULTURE and CLIMATE

- Student IDs
- More security guards
- More passing time for breaks
- More celebratory events
- Field trips
- Community involvement
- Field trips
- Community involvement
- Cultural celebrations
- Promote more parent involvement
- Information distribution is precise and uniform for everyone not just selected departments/staff

STAFF QUALITY, RECRUITMENT, and RETENTION

- More Technology awareness
- Common planning periods
- More instructional days
- stipends for EOC teachers
- Stipend for performance on state assessments
- Consistent curriculum
- Resources for teachers (teacher editions/ smart boards, etc)
- Curriculum for electives
- Teacher resources
- Stipends/teacher pay raise
- Technology
- Structured instructional days
- CPI
- Trainings during the workday instead of personal time
- Increase Pay
- Increase all stipends not just selection
- More Feedback during Teacher Development
- Provide 1 to 1 training
- Update Curricula

CURRICULUM, INSTRUCTION, and ASSESSMENT

- Parents need access to the curriculum
- More report card nights to inform parents
- Ensure curriculum is complete
- More technology to access curriculum
- Curriculum for electives
- Wi-fi access in portables

- Computer equipment
- Poly-vision interactive boards
- Resources (electives)
- Funds available to attend conferences
- Separate curriculum for regular, Pre-AP, and TSTEM
- Lab equipment for math classes
- Mandatory tutorials
- Funds for Saturday tutorials
- Clear touch boards in all classrooms
- Need more people trained to do Kagan
- Strategist need to training everyone on how to use OneDrive
- Use the Instructional Planning Days to develop new ideas with subject planning teams (plan) not all day analyze.
- Updated Curriculum for all subject not just tested areas
- Cross-Curriculum Collaboration

FAMILY and COMMUNITY INVOLVEMENT

- More parental involvement
- More attendance office staff to help with attendance issues
- More services to support ELLs/Diverse Learners
- Notifications need to be sent out in a timely manner
- Parent Volunteers
- Promote cultural events for parents

SCHOOL CONTEXT and ORGANIZATION

- Same planning periods
- Monthly calendar of events
- Structured instructional days
- Minimize paper work
- Awareness of programs being offered
- More guidance for teachers
- Less floating teachers
- More equitable distribution of teachers used for testing
- More student programs
- More classrooms
- More staff
- Urgency and strong commitment
- Structured instructional planning
- Increase teacher involvement on bundled exams

TECHNOLOGY

- Computer labs
- Stronger wifi
- Computer lab in portables

- *Teachers having access to toner*
- More working smart boards
- More professional development
- Technology devices for students
- Classroom smartboards/projectors
- Printers in classrooms
- Color printer for each department
- Interactive boards in portable building
- Phones in portable building
- Wifi for portable building
- KUTA software (MATH)
- Laptop cart for On Ramps courses
- Fix connectivity issues
- Additional interactive boards (Main building)
- Additional trainings for new interactive boards
- Networks for certain programs to only use
- School Wide Department Website Features
- Training on how to use some programs
- Update Classroom Printers
- Color Printer per department

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

- Population continues to increase.
- 99% Hispanic and 1% other
- 96% Economically disadvantaged.
- Greater population leads to increase Student:Teacher ratios.
- An increase number of severe diverse learners.

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

- Over all enrollment but fluctuated due to virtual environment and % of AR have increased significantly.

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

- Students with economic struggles-low income
- Students with domestic issues-single parent homes, some living in substandard housing, many with social-emotional issues which lead to drug and alcohol abuse and domestic violence.

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

- Spread across the northern side of Donna ISD including sub-standard subdivisions.

5. What are the staff demographics?

- Mainly hispanic females and some hispanic males.
- Very few white males and females and 1 black and 1 indian teacher.

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

- With a total enrollment of 2198 students at its peak and with a total of 155 teachers, the student to teacher ratio is 16.3 students to 1 teacher.
- This ratio is deceiving because all teachers are counted as per state definitions. In reality, the counts should be done by only with core teachers and calculated by subject.
- Performance was not measured due to the COVID-19 pandemic.

Demographics Strengths

The strengths in the demographics is that in spite of the low socio-economic status of many of our students, they perform well in both in and out to the classroom. The T-STEM campus is thriving with heightened academic performances in UIL and Robotics.

Our Fine Arts programs continue to excel in musical, dance, and theatrical areas winning countless competitions and competing and beating richer schools.

Our CTE programs as well have proven strong regardless of socio-economic status. Record numbers of students earning their certificates and state licences in multiple areas.

Finally, our athletic program in all areas. Donna North has record number of students signing letters of intent to participate at the next level. Donna North will have representation in football, basketball, track, cross-country and soccer at the collegiate level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers need to effectively understand and utilize special population indicators on TEAMS and EDUPHORIA to target and intervene for these student populations. **Root Cause:** Staff has not been trained to use their resources to identify special population indicators.

Problem Statement 2 (Prioritized): Students are entering DNHS below grade level in reading (how has reading levels been documented?). **Root Cause:** Low student attendance rate and the lack of literacy integration contribute to the low reading levels.

Problem Statement 3: The student attendance rate has dropped and the level of skipping class has increased therefore resulting in a high level of students violating compulsory attendance. **Root Cause:** Students are apathetic and generally receive little to no real consequences.

Student Learning

Student Learning Summary

1

. How is the student achievement data disaggregated?

- The December retesting data was disaggregated by the following: demographics, achievement categories, percentages, institution, periods, etc.

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

- The only data that had any significance was the December EOC Retests. This data showed improvement in all areas except Algebra I when compared to the previous year.
-

Retest STAAR EOC, Algebra I

18# 19# 20# 18App 19App 20App 18Mts 19Mts 20MTS 18Mstrs 19Mstrs 20Mstrs

Donna North High School

LEP

Special Ed Indicator

3. What **does the data indicate** when disaggregated by special program and ELL? (*Demographics)

- The only information shown is the following: SPED and LEP. The only time this is shown is through the campus data.
- The data indicates that retesters of all demographics are being productive and are improving their achievement levels. Significant gains were seen in the Special Ed. population in all but 1 subject.
- In 2021, all scores declined due to COVID and virtual learning.

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

- The percentage of Approaches for the Fall of 2020 and the Spring 2021 show significant declines. Including the number of students testing.

- In 2021, all scores declined due to COVID and virtual learning.

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

- None as June 2021

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

- Due to the COVID and Virtual year, the intervention programs set last year will continue to the upcoming year.

7. What does the longitudinal student achievement data indicate?

- Donna North has seen a continuous improvement throughout the years as indicated by the attached data. The only data that did not show growth was Algebra I from '18 to '19.
-

Retest STAAR EOC, English I

	18#	19#	20#	18App	19App	20App	18Mts	19Mts	20Mts	18Mstrs	19Mstrs	20Mstrs
Donna North High School	253	334		22.13%	30.84%		6.32%	7.19%		0%	0%	0%
Economic Disadvantage	249	329		22.09%	31%		6.43%	6.99%		0%	0%	0%
Hispanic	253	334		22.13%	30.84%		6.32%	7.19%		0%	0%	0%
White	-	-		-	-		-	-		-	-	
Female	97	124		21.65%	35.48%		5.15%	9.68%		0%	0%	0%
Male	156	210		22.44%	28.10%		7.05%	5.71%		0%	0%	0%
LEP	177	274		14.69%	28.10%		2.26%	5.11%		0%	0%	0%
Special Ed Indicator	46	65		8.70%	6.15%		0%	0%		0%	0%	0%

Retest STAAR EOC, English II

	18#	19#	18App	19App	18Mts	19Mts	18Mstrs	19Mstrs	20Mstrs
Donna North High School	135	271	16.30%	25.09%	2.96%	6.64%	0%	0%	0%
Economic Disadvantage	133	266	16.54%	25.56%	3.01%	6.77%	0%	0%	0%
Hispanic	135	270	16.30%	24.81%	2.96%	6.67%	0%	0%	0%
White	-	1	-	100%	-	0%	-	0%	
Female	54	106	18.52%	33.02%	3.70%	10.38%	0%	0%	0%
Male	81	165	14.81%	20%	2.47%	4.24%	0%	0%	0%
LEP	90	206	10%	16.99%	1.11%	5.34%	0%	0%	0%
Special Ed Indicator	21	30	4.76%	10%	0%	10%	0%	0%	0%

Retest STAAR EOC, Algebra I

	18#	19#	18App	19App	18Mts	19Mts	18Mstrs	19Mstrs	20Mstrs
Donna North High School	77	61	45.45%	39.34%	3.90%	3.28%	0%	0%	0%
Economic Disadvantage	75	60	45.33%	38.33%	4%	3.33%	0%	0%	0%
Hispanic	77	61	45.45%	39.34%	3.90%	3.28%	0%	0%	0%
Female	18	18	50%	50%	5.56%	5.56%	0%	0%	0%
Male	59	43	44.07%	34.88%	3.39%	2.33%	0%	0%	0%
LEP	53	50	41.51%	42%	5.66%	2%	0%	0%	0%
Special Ed Indicator	20	17	25%	35.29%	5%	0%	0%	0%	0%

Retest STAAR EOC, Biology

	18#	19#	18App	19App	18Mts	19Mts	18Mstrs	19Mstrs	20Mstrs
Donna North High School	95	80	36.84%	38.75%	3.16%	5%	0%	0%	0%
Economic Disadvantage	93	80	36.56%	38.75%	3.23%	5%	0%	0%	0%
Hispanic	95	80	36.84%	38.75%	3.16%	5%	0%	0%	0%
Female	31	38	35.48%	34.21%	0%	7.89%	0%	0%	0%
Male	64	42	37.50%	42.86%	4.69%	2.38%	0%	0%	0%
LEP	73	63	35.62%	36.51%	1.37%	3.17%	0%	0%	0%
Special Ed Indicator	23	27	26.09%	29.63%	0%	0%	0%	0%	0%

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

- All areas are at the very least maintaining growth. The decrease seen in Algebra in the Approaches level is significant but there is significant gain by the Special Ed. population and a slight gain by the LEP population.
- In 2021, all scores declined due to COVID and virtual learning.

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

- The gains in the Meets level increased in all subjects but Algebra where a slight decrease was observed.
- In 2021, all scores declined due to COVID and virtual learning.

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)

- In 2021, all scores declined due to COVID and virtual learning.

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

- Besides the data presented it would be positive correlation of lesson plans and the observed instruction.

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

- Formative data such as weekly and six weeks exams are utilized by the teacher to make necessary adjustments in their planning and classroom instruction – With the data, they can plan, reteach and reassess specific TEKS to monitor progress of the identified gaps.

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

- As the data indicates, there is a strong correlation between the planning, instruction, and the assessments of that instruction. As long as this process continues, the needs of all students will be addressed and the opportunity for growth will be provided.

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

- By following the curriculum that is aligned with 21st Century Learning Skills, it encourages educators to develop lesson plans that encourages critical thinking, creativity, collaboration, etc., during instruction and assessments.

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

- Instructional strategies and activities are aligned with the student learning needs by promoting a creative classroom environment with plenty of encouraging activities for students of different learning backgrounds. With this, there exists the endless possibilities for endless outcomes that achieves success. But, in order to yield these results, the school must employ educators who abide with the regulations, know and understand what it means to be a professional in the classroom and satisfy their job description and requirements.

Student Learning Strengths

- Donna North High School has many committed and intelligent educators who care about their students' education and future.
- The use of Eduphoria to ensure educators can monitor the progress of their students and the effectiveness of their instruction.
- The curriculum is very well established and modified as needed to guide our teachers to teach the correct and relevant content.
- Donna North High School provides all the instructional materials needed by the teacher to help students be successful in the classroom.
- Donna North High School provides a generous schedule to teachers giving them ample time to disaggregate data, plan for instruction, and prepare for the delivery of that instruction.
- DNHS provides well informed instructional department heads to disseminate content and other curricular information to their teachers.

- DNHS teachers provide various avenues to students to be successful in their classrooms such as tutorials to reteach and reassess and now virtual contact if additional help is needed.
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student have connectivity issues. School has weak internet and lacks enough routers/boosters so that the internet connection throughout the entire school is efficient. **Root Cause:** Internet in the area is inadequate for streaming. Weak internet and servers. The amount of device connectivity is not supported/limited.

Problem Statement 2 (Prioritized): There is a lack of communication when creating events/trainings therefore affecting teacher instruction. **Root Cause:** Trainings are not on structured schedules (placed within a school calendar accessible to all faculty) causing presentations to be rushed and not allowing for better teacher learning; overlap with other trainings.

Problem Statement 3: New teachers are not familiarized with the various school procedures and/or content. **Root Cause:** There is not enough time within the trainings, therefore teachers cannot learn the material successfully.

Problem Statement 4: DNHS students in Advanced Placement (AP) courses have not typically scored well on AP exams. **Root Cause:** Lack of student accountability. Teachers lack AP trainings with focus on content and other areas, recent updates to the AP curriculum, and vertical alignment.

Problem Statement 5: English Learners do not receive sheltered instruction and scaffolding support to build academic language. **Root Cause:** Many teachers are not trained in sheltered instruction and other ESL strategies.

School Processes & Programs

School Processes & Programs Summary

- What is our staff attendance rate?
 - The staff attendance rate is hard to calculate due to the COVID-19 pandemic. The over-all staff attendance rate was difficult to determine due to COVID leave.
- How is new staff supported?
 - All staff is assigned a mentor and each mentor is required to meet with the new teacher on a monthly basis. In addition, new staff is sent the new teacher academy held by the district and meet once per month with a Strategist to improve their experience at Donna North High School.
- What feedback do new teachers provide?
 - New teachers are given every opportunity to participate in all faculty meetings and mentor meetings.
- What is the impact/effect of our teacher mentor program?
 - The feedback has been positive. The new teachers have shown a great deal of progress not only academically but professionally.
- How are we using data to determine professional development for staff?
 - We held conferences in face or virtually and discuss areas for growth.
- How are collective and individual decisions regarding professional development determined?
 - The decisions are made together and agreed upon between teacher and appraiser.
- 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?
 - The CLPAC will have the opportunity to review, analyze, and discuss the various needs on the campus and monitor their progress as they are addressed.

School Processes & Programs Strengths

- CLPAC/DLPAC - meetings have been held and have made significant changes to DNHS.
- Student Involvement in the CLPAC and the various task forces in the district.
- All teachers are appropriately certified for the position they teach.
- 100% of teachers participate in campus and district professional goals via the CLPAC and Department Heads.

- Effective implementation of the New Teacher Academy via Strategist.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers continue to struggle to provide differentiated instruction to all student populations. **Root Cause:** Teachers voice that they would like to examine other avenues of differentiated instructional strategies.

Problem Statement 2 (Prioritized): DNHS needs to monitor campus progress on literacy throughout the school year to track student growth. **Root Cause:** DNHS, nor the district, has a process to monitor literacy for high school students.

Perceptions

Perceptions Summary

To what degree do students and staff feel physically safe?

- Overall teachers and students feel safe at the campus. There are teachers, administrators, security guards, and police officers out during passing periods and during lunch breaks. However, there is just too much space to monitor to a point where it deters misbehavior, but with new cameras being installed inside and outside the building there should be more space covered around the campus. The overall safety at the school is good but we will move to improve the environment.

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

- The expectations are that every adult at the school will treat students and each other with the utmost respect and always move to deescalate an explosive situation and always try to have a positive resolution to any conflict.
- The expectations of the students in general consist on making sure they average a passing grade on their classes, especially if they are part of an extracurricular activity, which should not be the only reason why they try but it seems to be a reality for some of them. Students also know that they should not risk being suspended due to fights on school, although some students still end up being suspended because of it. The expectations from part of the staff are to always keep aiming higher than before with the use of department meetings, new teacher academies, training's, T-TESS Observations, Data analysis from each six weeks, etc. As far as behavioral expectations, teachers let the students know about the consequences of not behaving properly, such as referrals which will lead to AC or DAEP. As far as extracurricular expectations, both students and staff are very dedicated into getting very good results.

Perceptions Strengths

- All are expected to be positive and proactive to resolve all conflicts
- All teachers are valued and improving their learning and teaching environment are at the forefront of admin's efforts.
- We have this notion that we must be better than other schools and that goal keeps us moving forward.
- Our teachers are great. We have some of the most caring teachers in the district.
- Our administrators work hard at their tasks and resolve every conflict with dignity and respect.
- Our counseling and the instructional departments are coming around and refining their efforts to best serve students.
- The culture of the campus is that we must do everything better than anyone else.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A large number of DNHS students have drug related problems and display aggressive tendencies when confronted by school officials. **Root Cause:** Gang, drug, and crime is prevalent in the communities where our students live and that way of life is brought into our schools.

Problem Statement 2 (Prioritized): A portion of the Donna North community does not see or hear of the great things happening at DNHS. **Root Cause:** Some of our families do not have access to the media outlets that DNHS utilizes to send out messages.

Problem Statement 3: Donna North High School is perceived to be a tough and rough campus. **Root Cause:** Most, if not all, fights and conflicts are recorded and posted on social media.

Priority Problem Statements

Problem Statement 1: Student have connectivity issues. School has weak internet and lacks enough routers/boosters so that the internet connection throughout the entire school is efficient.

Root Cause 1: Internet in the area is inadequate for streaming. Weak internet and servers. The amount of device connectivity is not supported/limited.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a lack of communication when creating events/trainings therefore affecting teacher instruction.

Root Cause 2: Trainings are not on structured schedules (placed within a school calendar accessible to all faculty) causing presentations to be rushed and not allowing for better teacher learning; overlap with other trainings.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers need to effectively understand and utilize special population indicators on TEAMS and EDUPHORIA to target and intervene for these student populations.

Root Cause 3: Staff has not been trained to use their resources to identify special population indicators.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students are entering DNHS below grade level in reading (how has reading levels been documented?).

Root Cause 4: Low student attendance rate and the lack of literacy integration contribute to the low reading levels.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Teachers continue to struggle to provide differentiated instruction to all student populations.

Root Cause 5: Teachers voice that they would like to examine other avenues of differentiated instructional strategies.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: DNHS needs to monitor campus progress on literacy throughout the school year to track student growth.

Root Cause 6: DNHS, nor the district, has a process to monitor literacy for high school students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: A large number of DNHS students have drug related problems and display aggressive tendencies when confronted by school officials.

Root Cause 7: Gang, drug, and crime is prevalent in the communities where our students live and that way of life is brought into our schools.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: A portion of the Donna North community does not see or hear of the great things happening at DNHS.

Root Cause 8: Some of our families do not have access to the media outlets that DNHS utilizes to send out messages.

Problem Statement 8 Areas: Perceptions

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
- Covid-19 Factors and/or waivers

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 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 released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Donna North High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.





Performance Objective 1: The campus will focus on instructional improvements resulting in all students meeting goals for all accountability measures. The percentage of 9-12 students reading on or above grade level will increase by 4%.

Evaluation Data Sources: STAAR and STAAR EOC, TELPAS, PBMAS, and Reading Inventory

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area. Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for English, Math, Science, and Social Studies. Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials, including warehouse supplies, classroom instructional materials, and resources (i.e. online programs) for all student populations in any content area. Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR EOC, TELPAS, & PBMAS, TSTEM goals and activities). Staff Responsible for Monitoring: Deans and Campus Administration Comprehensive Support Strategy Funding Sources: - Title I (211) - \$47,502	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training (common departmental planning), response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior, including presentations for Red Ribbon week (Fellowship of Christian Athletes) Red Ribbon Week supplies. Strategy's Expected Result/Impact: Professional Development District Plan & Campus Based, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. Staff Responsible for Monitoring: Campus Administration, Department Chairs Comprehensive Support Strategy		Formative			Summative
		Sept	Dec	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide funds for teachers, counselors, administrators, campus personnel/support staff to attend necessary trainings, conferences or professional development in all areas of need. To provide continuous campus and district initiatives such as Abydos, Region 1, Region 10, Lead4ward, Dana Center, AVID, T-STEM, GEAR UP, RGVSA, RGVCTM, TASSP, Assessment Conference, Technology Conference, Gretchen Bernabei, TXESOL, CAST, CAMT, AP and Pre-AP Trainings, Laying the Foundations, Hestec Training & events, TI-Nspire, Jill Aufill, STC, UTAustin OnRamps, UTRGV, Texas Spanish Language Symposium, National Counsel for Social Studies, etc. Strategy's Expected Result/Impact: Increased performance in assessment scores Staff Responsible for Monitoring: Principal, Campus Administration & Department Chairs, Campus Personnel, Support Staff Comprehensive Support Strategy Funding Sources: - Teacher/Principal (255) - \$5,214		Formative			Summative
		Sept	Dec	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Monitor implementation of best instructional practices presented during professional development and all staff training. Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Principal, Campus Administrators & Teachers Comprehensive Support Strategy		Formative			Summative
		Sept	Dec	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Improve supports to struggling learners by improving interventions such as tutorials and trailer courses, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. Saturday Academies, Tutorials and Extended day Tutorials, ACT Reviews, Edmentum, provide the necessary funds for transportation, refreshments, and extra pay for teachers. Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Improve ACT scores. Staff Responsible for Monitoring: Campus Administrators & Teachers Comprehensive Support Strategy Funding Sources: - Title I (211) - \$16,680	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Implement district & campus initiatives such as 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Laptops, Touch Screens, Technology, Journals, Software, Student Portfolios, Cooperative Learning Strategies, Sheltered Instruction, ExC-ELL, OnRamps, TStem, Writing across the Curriculum, and College Readiness Activities. Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Campus Administration & Teachers Comprehensive Support Strategy Funding Sources: - Title I (211) - \$64,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Ensure the campus program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Principal, Campus Administration, ELL Strategists, and Teachers Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June





Strategy 10 Details	Reviews			
Strategy 10: Provide college and career readiness opportunities that integrate cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills to enable students to persist into post-secondary schooling. Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education (IHE). Staff Responsible for Monitoring: Campus Principal, Campus Administration, Counselors, Gear Up Facilitators, AVID Coordinators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Technology use for instructional materials instructional material-tests, worksheet, problem of the day such as TI 84 Inspires (Navigator, CX) PASCO, IPads, Scanners, Laptops, ChromeBooks, Surface Pros, and charging Carts for all Chromebooks, Surface Pros and Laptops. Provide funds for technology to be used in the classrooms. Strategy's Expected Result/Impact: Progress Report, Six Weeks Grades, Benchmark, results, EOC scores Staff Responsible for Monitoring: Principal, Dean	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Provides funds for curriculum office and testing coordinator to purchase scanners, laptops, computers, and other items to be used for staff development training, EOC/Benchmark training and testing, and bundle assessment data. Strategy's Expected Result/Impact: Sign-ins, training materials, Data disaggregation Staff Responsible for Monitoring: Principal, Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide transportation and funding for educational field trips for all students, clubs, and organizations.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Determine advanced academic courses to be offered at Donna North High School and expand opportunities for dual credit and advances placement Strategy's Expected Result/Impact: Increase enrollment numbers in Pre-AP, AP, & Dual Enrollment courses. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors & Teachers Funding Sources: - Title IV 289 - \$27,242	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Donna North High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.

Performance Objective 2: Donna North HS will facilitate 9-12 reading level monitoring by increasing educators' awareness of language, literacy, and content interdependence for the ESL population.

Evaluation Data Sources: Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS, Achieve 3000

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, ExC-ELL, etc.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs. Strategy's Expected Result/Impact: Requisitions; use in classrooms; inclusion in lesson plans, walkthroughs Staff Responsible for Monitoring: Campus Administration & ESL Strategists Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms in order to serve campuses and students more effectively. Strategy's Expected Result/Impact: Use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology Staff Responsible for Monitoring: Campus Administration, ESL Strategists, ESOL/ELD/LUCHA Teachers, Campus Technology Technician	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor teachers as they develop and foster the use of on-line, vertically and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. Strategy's Expected Result/Impact: Curriculum units; lesson plans and instruction that effectively utilize curricula Staff Responsible for Monitoring: ESL Strategists	Formative			Summative
	Sept	Dec	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Train campus teachers and administrators with opportunity's to attend local and state conferences (TABE) and training sessions specializing in strategies and methodologies for ELL students. Strategy's Expected Result/Impact: Certificates of completion, walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR Staff Responsible for Monitoring: Campus Principal & Deans Funding Sources: - Teacher/Principal (255) - 255 - \$3,500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide resources to supplement instruction such as Spanish English Dictionary, textbooks, workbooks and any supplies (warehouse included) needed. Strategy's Expected Result/Impact: Improved performance on EOC for ELL's. Staff Responsible for Monitoring: Principal, ELL Strategist, Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Offer summer and year-round English Language Development Academy (ELDA) for ESL/LEP students to target deficiencies in Reading & Writing, provide funds for ELDA tutors to offer students extra academic support in these areas. Strategy's Expected Result/Impact: Acquisition of Algebra and English I credits, improved six weeks grades, increased scores on state assessments Staff Responsible for Monitoring: Campus Principal & ESL Strategists	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Testing Supplies-EOC preparation	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Students will attend an End of Year Trip to reward them for their commitment and dedication to the ESOL/LUCHA Program. Strategy's Expected Result/Impact: Travel Request form Staff Responsible for Monitoring: LPAC Coordinator, Campus Principal,	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Donna North High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.

Performance Objective 3: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs utilized in the district for grades 9-12.

Evaluation Data Sources: Battle of Books, reports

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to have authors visit and talk to them about becoming an author or an illustrator by holding campus/district literacy fairs. Strategy's Expected Result/Impact: Contracted author's documentation, flyers and sign-ins for literacy fairs. Staff Responsible for Monitoring: Campus Administration, Librarians, Library Assistants	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teach technology TEKS to students. Strategy's Expected Result/Impact: Lesson plans from Teacher and librarian Class schedule Staff Responsible for Monitoring: Campus Administration, Librarians	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide campus with a balanced, current, age-appropriate, and systematically organized collection of award-winning books to fit the curriculum needs of the campus, to include magazine and newspaper subscriptions. Offer reading motivational incentives and hold student celebrations to encourage circulation. Strategy's Expected Result/Impact: Collection of analysis and inventory list, Requisitions, List of eligible participating students Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants, Department Heads	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide extended library hours before and after school. Allowing parents and community members to check out library books providing them and students with opportunities to participate in motivational reading activities such as Literacy Night. Strategy's Expected Result/Impact: Student sign-in sheets and extra duty time sheets Flyers, sign-ins, roster of participants Staff Responsible for Monitoring: Campus Administration, Librarians, Librarian Assistants	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide, update, and expand resources for teachers, counselors, and administrators to use in their instructional setting and professional development, to include books, audiovisual and technology equipment, databases, laptops, toner, Ipads, TVs, projectors, document cameras, reading devices, carts, microphones, headphones, digital cameras, professional books, etc. Strategy's Expected Result/Impact: Inventory, license agreement, equipment checkout Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide a loss prevention plan and resource management for circulation, cataloging, and securing/retrieving missing, lost or stolen materials. Strategy's Expected Result/Impact: Maintenance agreement for security gate system 3M Library Systems, Pockets, and security tape Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide funding for general supplies needed to run the library and supplies for the Maker Space. Strategy's Expected Result/Impact: Photos of students using the Maker Space Staff Responsible for Monitoring: Campus Administration and Librarian	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide librarian the opportunity to attend workshops and conferences to improve job performance. Strategy's Expected Result/Impact: Certificate of Completion Staff Responsible for Monitoring: Campus Administration and Librarian	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide funds for staff development, trainings, including materials, resources, miscellaneous. Strategy's Expected Result/Impact: Organization of event, flyers, sign-ins, roster of participants Staff Responsible for Monitoring: Administration Librarian	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Create a warm, friendly environment. Update and replace furniture and decor as needed, repaint when necessary. Staff Responsible for Monitoring: Administration Librarian	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.





Performance Objective 1: The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR will increase from a 41% to a 45%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area. Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR EOC standards per core content area. Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for English, Math, Science, and Social Studies. Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principal, Deans, and Campus Administration Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials, including warehouse supplies, classroom instructional materials, and resources (i.e. online programs) for all student populations in any content area. Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR EOC, TELPAS, & PBMAS, TSTEM goals and activities). Staff Responsible for Monitoring: Deans and Campus Administration Comprehensive Support Strategy Funding Sources: - State Comp.(164) - \$56,000, - Title I (211) - \$6,168		Formative			Summative
		Sept	Dec	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training (common departmental planning), response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior, including presentations for Red Ribbon week (Fellowship of Christian Athletes) Red Ribbon Week supplies. Strategy's Expected Result/Impact: Professional Development District Plan & Campus Based, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. Staff Responsible for Monitoring: Campus Administration, Department Chairs Comprehensive Support Strategy		Formative			Summative
		Sept	Dec	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Provide funds for teachers, counselors, administrators, campus personnel/support staff to attend necessary trainings, conferences or professional development in all areas of need. To provide continuous campus and district initiatives such as Abydos, Region one, Region 10,11,13,20 Lead4ward, Dana Center, AVID, T-STEM, GEAR UP, RGVSA, RGVCTM, TASSP, Assessment Conference, Technology Conference, Gretchen Bernabei, TXESOL, CAST, CAMT, AP and Pre-AP Trainings, Laying the Foundations, Hestec Training & Events, TI-Nspire, Jill Aufill, STC, UTAustin OnRamps, UTRGV, Texas Spanish Language Symposium, etc. Strategy's Expected Result/Impact: Increased performance in assessment scores Staff Responsible for Monitoring: Principal, Campus Administration & Department Chairs, Campus Personnel, Support Staff Comprehensive Support Strategy Funding Sources: - Teacher/Principal (255) - \$19,796, - Title IV 289 - \$24,744		Formative			Summative
		Sept	Dec	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Monitor implementation of best instructional practices presented during professional development and all staff training. Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Principal, Campus Administrators & Teachers Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Improve supports to struggling learners by improving interventions such as tutorials and trailer courses, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. Saturday Academies, Tutorials and Extended day Tutorials, Edmentum, provide the necessary funds for transportation, refreshments, and extra pay for teachers. Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrators & Teachers Comprehensive Support Strategy Funding Sources: - State Comp.(164) - \$56,000, - Title I (211) - \$6,168	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Implement district & campus initiatives such as 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Laptops, Technology, Journals, Software, Student Portfolios, Cooperative Learning Strategies, Sheltered Instruction, ExC-ELL, OnRamps, TStem, Writing Across the Curriculum, and College Readiness Activities. Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Campus Administration & Teachers Comprehensive Support Strategy Funding Sources: - Title IV 289 - \$24,744	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Ensure the campus program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Principal, Campus Administration, ELL Strategists, and Teachers Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Determine advanced academic courses to be offered at Donna North HS and expand opportunities for dual credit and advanced placement. Strategy's Expected Result/Impact: Increased enrollment numbers in Pre-AP, AP, & Dual Enrollment courses. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, & Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Provide college and career readiness opportunities that integrate cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills to enable students to persist into post-secondary schooling. Strategy's Expected Result/Impact: Texas Academic Performance Report of graduates enrolling in TX institutions of higher education (IHE). Staff Responsible for Monitoring: Campus Principal, Campus Administration, Counselors, Gear Up Facilitators, AVID Coordinators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Technology use for instructional materials instructional material-tests, worksheet, problem of the day such as TI 84 Inspires (Navigator, CX) PASCO, iPads, scanners, laptops. Provide funds for technology to be used in the classrooms. Strategy's Expected Result/Impact: Progress Report, Six Weeks Grades, Benchmark, results, EOC scores Staff Responsible for Monitoring: Principal, Dean	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Provides funds for curriculum office and testing coordinator to purchase scanners, laptops, computers, and other items to be used for staff development training, EOC/Benchmark training and testing, and bundle assessment data. Strategy's Expected Result/Impact: Sign-ins, training materials, data disaggregation Staff Responsible for Monitoring: Principal, Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Create more opportunities for students to participate in enrichment programs such as career interest, technology, athletics, fine arts, extra-curricular, student clubs, UIL, field based Learning and Languages other than English. Strategy's Expected Result/Impact: Increased student interest, performance and participation of different programs. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Goal/Objective for GT students achieving the MEETS and MASTERS grade level standard on STAAR.

Evaluation Data Sources: Report Cards, District BMs, STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: GT, Pre-AP/AP students will participate in summer reading program. (BG1) (BG3) Strategy's Expected Result/Impact: List of assignments and books Staff Responsible for Monitoring: Campus Administration, Librarians, Pre-AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide G/T & AP instructional resources to supplement instructional programs in all core areas, when applicable. (BG1) (BG3) Strategy's Expected Result/Impact: Classroom observations, lesson plans, and assessments Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide access for all GT students to take the ACT, ACT Aspire, SAT, PLAN, Explore, TSI test, and participate in the ACT Test Prep Seminars. (BG1) (BG3) Strategy's Expected Result/Impact: ACT Test Results Staff Responsible for Monitoring: Deans, Counselors	Formative			Summative
	Sept	Dec	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Modify/update the Pre-AP/AP curriculum and offer high school students dual enrollment/distance learning courses/AP courses, and TX-PREP opportunities through South Texas College (STC) or UTRGV University for secondary students. Ensure full understanding of AP, dual enrollment programs and exam requirements: Parent/teacher meetings Newsletters/brochures (English/Spanish) (BG1) (BG3) Staff Responsible for Monitoring: Principals, Deans, Counselors, AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test. (BG1) (BG3) Strategy's Expected Result/Impact: AP Test Results Staff Responsible for Monitoring: Deans, AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Award students \$100.00 for each test that is scored a 3, 4 or 5. Awards will be issued upon proof of enrollment in a college or university of choice. Awards in form of scholarships. Strategy's Expected Result/Impact: AP Test Scores Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide ample opportunities for parents to become aware of the graduation plans. Provide students with information through orientation sessions for freshmen, preregistration for all other levels, counseling sessions, student handbook and monitoring progress toward graduation plan goals. Provide Training for staff, students & parents on Graduation Plans, graduation, Honor Roll ceremonies & Provide funds to order graduation & Honor roll ceremony supplies, stage, certificates, diplomas, Over all safety & First Aid. (BG1) (BG3) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Principals, Deans, Counselors, Parent Educators	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Provide adequate/effective GT basic, AP Training for Teachers and Administration including maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update). Strategy's Expected Result/Impact: Sign in sheets, agendas, certificates of completion Staff Responsible for Monitoring: Campus Administration and AP, GT Teachers		Formative			Summative
		Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Provide inclusion services in core areas (ELA, Math, Science & SS) including BCIS and Spanish classes, to provide needed support by meeting all required timelines as outlined by ARD on the IEP while allowing them sufficient time to coordinate with general education teachers. (BG1) Strategy's Expected Result/Impact: Increase in classroom grades and credit; increase in student performance on state assessments. Staff Responsible for Monitoring: Campus Administration, Department Chair	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyzing Spring STAAR assessment results to determine students' mastery levels, ensure proper placement for remediation and Fall benchmark test results to adjust instruction. (BG1) Strategy's Expected Result/Impact: Increase in student academic performance. Staff Responsible for Monitoring: Deans & Special Education Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide PAES lab for life skills students to target employment skills and promote employment opportunities after high school graduation, & continue providing career explorations (BG1) (BG3) Strategy's Expected Result/Impact: Teacher observations Increase in outside/employment agency contacts Staff Responsible for Monitoring: Campus Administration, Special Education Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide transportation and funding for educational field trips for life skills students. Strategy's Expected Result/Impact: Increase in state alternative assessment performance Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Recognize student academic performance and improvement in student behavior. Strategy's Expected Result/Impact: Increase in student academic performance and decrease in student disciplinary referrals Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide targeted intervention through purchasing and implementing reading software program to close the educational gap of students receiving special education services. (BG1) Strategy's Expected Result/Impact: Increase reading fluency and comprehension. Staff Responsible for Monitoring: Campus Administrators, Special Education Case Managers, Department Head	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide funding for janitorial and sanitary items for life skills students. Staff Responsible for Monitoring: Campus Administration, Special Education Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Identify where DNHS stands today by analyzing the 2019 performance of new 9th grade SE students and the 2019 performance of current 10th Grade SE students. Identify the specific academic needs of students who are close to reaching MEETS. The results of old exams will tell us what areas to help. Group students with similar needs and provide excellent instruction with innovative teachers. Provide these teachers the time and financial compensation to specifically plan for these students and to target the specific instructional needs with research based strategies and methodologies. Finally, monitor progress via mini assessments and fill in the gaps. Strategy's Expected Result/Impact: 50% of the selected students will meet approaches and 50% of those will reach "meet" on their EOC's Staff Responsible for Monitoring: DNHS Leadership Team. Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: 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 Funding Sources: Extra Pay, student meals, and transportation - State Comp.(164) - 164.11.*** - \$15,000	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, ExC-ELL, etc.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs. (BG1) Strategy's Expected Result/Impact: Requisitions; use in classrooms; inclusion in lesson plans, walkthroughs Staff Responsible for Monitoring: Campus Administration & ESL Strategists Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms in order to serve campuses and students more effectively. Strategy's Expected Result/Impact: Use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology Staff Responsible for Monitoring: Campus Administration, ESL Strategists, ESOL/ELD/LUCHA Teachers, Campus Technology Technician	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor teachers as they develop and foster the use of on-line, vertically and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. (BG1) Strategy's Expected Result/Impact: Curriculum units; lesson plans and instruction that effectively utilize curricula Staff Responsible for Monitoring: ESL Strategists	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Offer campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students. (BG1) Strategy's Expected Result/Impact: Certificates of completion, walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR Staff Responsible for Monitoring: Campus Principal & Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Offer summer and year-round English Language Development Academy (ELDA) for ESL/LEP students to target deficiencies in Reading & Writing, provide funds for ELDA tutors to offer students extra academic support in these areas. (BG1) Strategy's Expected Result/Impact: Acquisition of Algebra and English I credits, improved six weeks grades, increased scores on state assessments Staff Responsible for Monitoring: Campus Principal & ESL Strategists	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide resources to supplement instruction such as Spanish English Dictionary, textbooks, workbooks and any supplies (warehouse included) needed. (BG1) Strategy's Expected Result/Impact: Improved performance on EOC for ELL's. Staff Responsible for Monitoring: Principal, ELL Strategist, Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Testing Supplies- EOC preparation	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.





Performance Objective 5: CTE: Goal for CTE students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

Strategy 1 Details	Reviews			
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, PDAS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans Staff Responsible for Monitoring: Campus Principal & CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, PEIMS, PBM, Certification/College Hours Earned Staff Responsible for Monitoring: Campus Principal & CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with strong experience in/and understanding of all aspects of an industry. (BG1) (BG3) Strategy's Expected Result/Impact: Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop, improve, or expand the use of technology in CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: CTE Program Plan of Action, Integrated Continuous Improvement Plan, PBMAS Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (BG1) (BG3) Strategy's Expected Result/Impact: PBM, AEIS, PEIMS, STAAR Data, TELPAS Data, Lesson Plans, IEP Implementation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide activities to support entrepreneurship education and training. (BG1) (BG3) Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Support training and activities in nontraditional fields (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director, Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations and provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: Activity Participation, Contact Logs, Informative Program Material Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Implement effective practices to improve parental and community involvement. Strategy's Expected Result/Impact: Activity Participation, PDAS, Contact Logs Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Recognize CTE students and staff achievements throughout the year as well as recognize CTE community partners and advisory members. Strategy's Expected Result/Impact: CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Students will participate in local, area, regional and state co-curricular activities and competitions. Strategy's Expected Result/Impact: Receipts, Lists of Participants, Awards, and Activities Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Provide opportunities for students to join Student Leadership Organizations and National Technical Honor Society Strategy's Expected Result/Impact: Student Club Account Rosters Staff Responsible for Monitoring: CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Participate in Educational Program Initiatives such as Dual Credit, Tech. Prep. and/or Advanced Technical Credit through CTE course offerings. Strategy's Expected Result/Impact: Signed Letters Certifications Gradebooks CATEMA Staff Responsible for Monitoring: CTE Director, Principal, CTE Counselor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Provide timely and appropriate training for CTE teachers in: core subject area tech prep sheltered instruction CTE program updates CTE Program areas (BG1) (BG3) Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, receipts Staff Responsible for Monitoring: Principal, CTE Director, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Donna North High School will increase the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

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





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

Strategy 1 Details	Reviews			
Strategy 1: Continue providing supplies/equipment/fees/meals/travel for students to be successful in fine arts courses and competitions for all fine arts programs, including but not limited to Art Supplies, Uniforms, Instruments, Competition Fees, Meals, Travel and Lodging, Registration Fees for students and staff, software, cameras and lenses, and repairs. Strategy's Expected Result/Impact: Student Participation List Staff Responsible for Monitoring: Fine Arts Director and Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents. Strategy's Expected Result/Impact: Exhibits & Recitals Staff Responsible for Monitoring: Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for fine arts staff to attend trainings/conferences in respective areas of need. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Fine Arts Director	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Schedule recognition activities for student performance. Strategy's Expected Result/Impact: Student Participation List Staff Responsible for Monitoring: Fine Arts Director and Staff	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Strategy 1 Details		Reviews			
Strategy 1: Donna North HS will hold TSI camps for students taking assessment. Strategy's Expected Result/Impact: An increase in the number of students taking and passing assessment Staff Responsible for Monitoring: Counselors, Administrators, and Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 2: The percentage of graduates earning AP/Dual Enrollment credits including Associate's Degree will increase from 34% to 39%

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

Strategy 1 Details	Reviews			
Strategy 1: North will offer additional On-Ramp courses to keep up with the demand. Strategy's Expected Result/Impact: An increase of at least 40%. Staff Responsible for Monitoring: Deans & Principal TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





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

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

Strategy 1 Details	Reviews			
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, PDAS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans Staff Responsible for Monitoring: Campus Principal & CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, PEIMS, PBM, Certification/College Hours Earned Staff Responsible for Monitoring: Campus Principal & CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop, improve, or expand the use of technology in CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: CTE Program Plan of Action, Integrated Continuous Improvement Plan, PBMA Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (BG1) (BG3) Strategy's Expected Result/Impact: PBM, AEIS, PEIMS, STAAR Data, TELPAS Data, Lesson Plans, IEP Implementation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: Training Plans, Student Schedules, Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Support training and activities in nontraditional fields (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation Staff Responsible for Monitoring: CTE Director, Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations and provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. (BG1) (BG3) Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs. (BG1) (BG3) Strategy's Expected Result/Impact: Activity Participation, Contact Logs, Informative Program Material Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Implement effective practices to improve parental and community involvement. Strategy's Expected Result/Impact: Activity Participation, PDAS, Contact Logs Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Recognize CTE students and staff achievements throughout the year as well as recognize CTE community partners and advisory members. Strategy's Expected Result/Impact: CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation Staff Responsible for Monitoring: CTE Director, Campus Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Students will participate in local, area, regional and state co-curricular activities and competitions. Strategy's Expected Result/Impact: Receipts, Lists of Participants, Awards, and Activities Staff Responsible for Monitoring: CTE Director, Principal, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: Provide opportunities for students to join Student Leadership Organizations and National Technical Honor Society Strategy's Expected Result/Impact: Student Club Account Rosters Staff Responsible for Monitoring: CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Participate in Educational Program Initiatives such as Dual Credit, Tech. Prep. and/or Advanced Technical Credit through CTE course offerings. Strategy's Expected Result/Impact: Signed Letters Certifications Gradebooks CATEMA Staff Responsible for Monitoring: CTE Director, Principal, CTE Counselor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Provide timely and appropriate training for CTE teachers in: core subject area tech prep sheltered instruction CTE program updates CTE Program areas (BG1) (BG3) Strategy's Expected Result/Impact: Sign in sheets, certificates of completion, receipts Staff Responsible for Monitoring: Principal, CTE Director, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 4: The percentage of students taking AP/ACT/SAT tests will increase from 77% to 81%.

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





Strategy 1 Details	Reviews			
Strategy 1: GT,Pre-AP/AP students will participate in summer reading program. (BG1) (BG3) Strategy's Expected Result/Impact: List of assignments and books Staff Responsible for Monitoring: Campus Administration, Librarians, Pre-AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide G/T & AP instructional resources to supplement instructional programs in all core areas, when applicable. (BG1) (BG3) Strategy's Expected Result/Impact: Classroom observations, lesson plans, and assessments Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide access for all GT students to take the ACT, ACT Aspire, SAT, PLAN, Explore, TSI test, and participate in the ACT Test Prep Seminars. (BG1) (BG3) Strategy's Expected Result/Impact: ACT Test Results Staff Responsible for Monitoring: Deans, Counselors	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Modify/update the Pre-AP/AP curriculum and offer high school students dual enrollment/distance learning courses/ AP courses, and TX-PREP opportunities through South Texas College (STC) or UTRGV University for secondary students. Ensure full understanding of AP,dual enrollment programs and exam requirements: Parent/teacher meetings Newsletters/brochures (English/Spanish) (BG1) (BG3) Staff Responsible for Monitoring: Principals, Deans, Counselors, AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test. (BG1) (BG3) Strategy's Expected Result/Impact: AP Test Results Staff Responsible for Monitoring: Deans, AP Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Award students \$100.00 for each test that is scored a 3, 4 or 5. Awards will be issued upon proof of enrollment in a college or university of choice. Awards in form of scholarships. Strategy's Expected Result/Impact: AP Test Scores Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide ample opportunities for parents to become aware of the graduation plans. Provide students with information through orientation sessions for freshmen, preregistration for all other levels, counseling sessions, student handbook and monitoring progress toward graduation plan goals. Provide Training for staff, students & parents on Graduation Plans, graduation, Honor Roll ceremonies & Provide funds to order graduation & Honor roll ceremony supplies, stage, certificates, diplomas, Over all safety & First Aid. (BG1) (BG3) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Principals, Deans, Counselors, Parent Educators	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Provide adequate/effective GT basic, AP Training for Teachers and Administration including maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update) Strategy's Expected Result/Impact: Sign in sheets, agendas, certificates of completion Staff Responsible for Monitoring: Campus Administration and AP, GT Teachers		Formative			Summative
		Sept	Dec	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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





Performance Objective 5: ADD STRATEGIES!!! Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Strategy 1 Details	Reviews			
Strategy 1: Students receiving Special Education services will be provided opportunities to complete employability skills class to ensure workforce readiness. Strategy's Expected Result/Impact: Students will gain skills needed. Staff Responsible for Monitoring: Case workers. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 6: College Readiness/GEAR UP: Increase the academic performance and preparation for post-secondary education of GEAR UP students, increase the rate of high school graduation and participation in post-secondary education of GEAR UP students through a systemic transformation of schools, increase GEAR UP students' educational expectations and students' and their families' knowledge of post-secondary education, options, preparation and financing, increase students'/parents' knowledge and skills, including STEM-Computer Science skills and prepare them to be informed, thoughtful, and productive citizens.

Strategy 1 Details	Reviews			
Strategy 1: 1) Staff will attend GEAR UP meetings/conferences provided by Region One Education Center for professional development. This includes professional development with fees and no charge. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: - Gear Up (274) - 274.13.6239.00.007.24.0.00 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Students will attend GEAR UP meetings/conferences provided by Region One Education Center for academic, college, and career exploration. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 3) Parents will attend GEAR UP meetings/conferences provided by Region One Education Center for academic, college, and career exploration. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4) Promote college readiness through university tours. Strategy's Expected Result/Impact: Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 5) Provide supplemental resources/materials for GEAR UP initiatives and cohort students. Strategy's Expected Result/Impact: Activities Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: Supplemental resources and materials - Gear Up (274) - \$9,800	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 6) Provide student/parent snacks/meals for GEAR UP meetings and community service events. Strategy's Expected Result/Impact: Agenda, sign in sheet Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 7) District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/ hotel accommodations to meetings, home visits, trainings, conferences or other activities that support GEAR UP goals and objectives. Strategy's Expected Result/Impact: Mileage claim form Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: Facilitator Mileage - Gear Up (274) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: 8) Provide tutors and extra pay for teachers and facilitators servicing GEAR UP students. Strategy's Expected Result/Impact: Flyers, sign in sheet Staff Responsible for Monitoring: Administration, GEAR UP Facilitator, Staff Funding Sources: Teacher/Facilitator extra duty pay/tutor pay - Gear Up (274) - \$24,840	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: The campus will maintain a 100% highly qualified status for the staffing requirements of the ESSA and will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Strategy 1 Details	Reviews			
Strategy 1: Implement appraisal system will campus staff and follow through with improvement needs. Strategy's Expected Result/Impact: T-TESS Goal Setting Conference Observations/Walk-throughs Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Include department heads and other teachers in the interview committee. Strategy's Expected Result/Impact: Report of certified teachers Staff Responsible for Monitoring: Principal, Deans, Department Heads,	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus Level Planning and Advisory Committee (CLPAC) will meet once a month to discuss issues and concerns. Members will then meet with their respective teachers to share the information discussed. Strategy's Expected Result/Impact: Surveys Staff Responsible for Monitoring: CLPAC Members	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide supplies and materials for office staff and administration. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue teacher/staff appreciation & recognition program which includes, but is not limited to the following: Teacher of the Month, gift certificates for meals, Christmas luncheon, Teacher appreciation breakfast, refreshments at monthly faculty meetings, refreshments during state assessments and benchmarks, refreshments during staff development and work days Strategy's Expected Result/Impact: Recognitions Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: The Campus will allocate its expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
Strategy 1: All funds will be allocated and spent on items identified as needs in the campus' CNA. Strategy's Expected Result/Impact: Expend all funds Staff Responsible for Monitoring: Principal and Department Heads	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 3: The campus custodians will maintain the building, its premises and the facilities within, keeping them safe and clean.

Strategy 1 Details		Reviews			
Strategy 1: Custodial staff will maintain the campus by cleaning before, during and after school, cleaning halls, classrooms, offices, restroom, cafeteria. Cleaning restrooms often during the day. Staff Responsible for Monitoring: Principal, Head custodian		Formative			Summative
		Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 1: Donna North HS will ensure that an Emergency Operations Plan that meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training

Strategy 1 Details	Reviews			
Strategy 1: Donna North HS will review and revise the District EOP to meet the needs of the Campus. Strategy's Expected Result/Impact: To be ready for any emergency event on campus Staff Responsible for Monitoring: Principal & Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Donna North HS will conduct the required drills as mandated by state and local requirements. Strategy's Expected Result/Impact: Maintaining a safe environment Staff Responsible for Monitoring: Principal and AP ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Donna North HS will purchase and utilize various methods including perimeter barriers, drones, and additional staff to ensure the safety of its staff and students. Strategy's Expected Result/Impact: Improved control and visibility of visitors. Staff Responsible for Monitoring: Principal & Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Donna North High School will ensure that its staff and facilities comply with all Personal Protective Equipment needed to maintain a safe working and learning environment. (266.11.6399.00.007.24.0.00) Strategy's Expected Result/Impact: Maintain a safe working and learning environment. Staff Responsible for Monitoring: Deborah Rabel Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: PPE Supplies and General Equipment - 266.11.6399.00.007.24.0.00 - \$53,425	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2

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

Performance Objective 3: Donna North HS will decrease the number of criminal cases, including drug possession and assault cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students.





Evaluation Data Sources: PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Donna North HS will utilize a tactical drone to improve supervision of its students and property. Strategy's Expected Result/Impact: Improved safety and deter criminal activity Staff Responsible for Monitoring: Principal, Assistant Principal, and Head Officer. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Donna North HS will increase the number of security guards needed to effectively supervise students. Strategy's Expected Result/Impact: Improved supervision Staff Responsible for Monitoring: Head Officer and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Donna North HS will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans, ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October, and are equipped to handle all emergencies that may occur on campus.





Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.

Strategy 1 Details	Reviews			
Strategy 1: The Nursing Department at Donna North HS will utilize flexible schedules to conduct all required screenings as outlined by the district. Strategy's Expected Result/Impact: To ensure the well-being of every student. Staff Responsible for Monitoring: Nurse and Nurse's Assistant Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Nursing Department at Donna North HS will be appropriately trained to handle the most common emergencies at the campus. Strategy's Expected Result/Impact: To ensure every student will have the best medical care in the event of an emergency. Staff Responsible for Monitoring: Nurse and Principal Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Donna North HS will ensure that every student will be supported psychologically and emotionally to decrease the frequency of inappropriate and disruptive behavior by 20%.





Evaluation Data Sources: LPC reports

Strategy 1 Details	Reviews			
Strategy 1: The LPC and the Counseling Department will receive the appropriate training to manage the psychological and emotional needs of every student. Strategy's Expected Result/Impact: Improved student support Staff Responsible for Monitoring: LPC & Head Counselor Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The LPC and the Counseling Department will secure guest speakers, counseling services, and appropriate role models to improve the emotional and psychological strength of students. Strategy's Expected Result/Impact: Improved student support Staff Responsible for Monitoring: LPC and Head Counselor Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assist students and their families who are in emotional, psychological and financial need due to unforeseen events. Strategy's Expected Result/Impact: Improved parental and student support. Staff Responsible for Monitoring: Administrators and Counselors Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Emergency Account - Student Activity 865 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: Donna North HS will increase the attendance rate by 0.5% for all students.





Evaluation Data Sources: TAPR report/PBMAS

Strategy 1 Details	Reviews			
Strategy 1: Donna North HS will improve student attendance by making the campus a safe place that they want to attend to learn and to be productive students. Strategy's Expected Result/Impact: Improve school culture Staff Responsible for Monitoring: Principal, Attendance Dept. & Teachers, Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Donna North HS will improve student attendance by providing students interesting and relevant learning experiences. Strategy's Expected Result/Impact: Improved attendance and Improved learning Staff Responsible for Monitoring: Principal, Attendance Dept. & Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Donna North HS will purchase an attendance management tool to document, manage, and improve daily attendance of students. Strategy's Expected Result/Impact: Improved attendance and Improved learning Staff Responsible for Monitoring: Principal, Attendance Dept. & Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Donna North High School will maintain the required members to oversee campus decisions, plans, and improvement activities at least 4 times per year.





Evaluation Data Sources: CLPAC meeting sign ins and agendas

Strategy 1 Details	Reviews			
Strategy 1: CLPAC will meet 1 time per month. Strategy's Expected Result/Impact: Make campus decisions. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will provide updates on issues that impact the campus financially and impact the campus' operations. Strategy's Expected Result/Impact: Make sound decisions to improve campus Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 2: Donna North High School will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the district meetings.

Strategy 1 Details	Reviews			
Strategy 1: Parental Involvement center, will recruit and conduct meeting, with parents several times during the year. Will assist Teachers by making contact with parents though out the year if needed. Staff Responsible for Monitoring: Principal, Parental Involvement Coordinator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide clothing, under clothing, shoes and jackets when necessary Strategy's Expected Result/Impact: Clothing Vouchers/POs; Staff Responsible for Monitoring: Principal, Parental Involvement Coordinator Funding Sources: - Title I (211) - 32 - \$3,750	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Donna North High School will inform parents of the district's ESL model.

Strategy 1 Details	Reviews			
Strategy 1: All documents sent home will be in English and Spanish. Strategy's Expected Result/Impact: Improve communication. Staff Responsible for Monitoring: Deans	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate Spanish into the Donna North HS website. Strategy's Expected Result/Impact: Improve communication. Staff Responsible for Monitoring: Webmaster	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ESL program strategies to parents to implement at home. Strategy's Expected Result/Impact: Improve English Language development. Staff Responsible for Monitoring: Teachers & Deans Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$56,000.00
2	1	8			\$56,000.00
2	3	8	Extra Pay, student meals, and transportation	164.11.***	\$15,000.00
Sub-Total					\$127,000.00
Budgeted Fund Source Amount					\$96,250.00
+/- Difference					-\$30,750.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$47,502.00
1	1	7			\$16,680.00
1	1	8			\$64,000.00
2	1	4			\$6,168.00
2	1	8			\$6,168.00
6	2	2		32	\$3,750.00
Sub-Total					\$144,268.00
Budgeted Fund Source Amount					\$69,704.00
+/- Difference					-\$74,564.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$5,214.00
1	2	4		255	\$3,500.00
2	1	6			\$19,796.00
Sub-Total					\$28,510.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					-\$25,010.00

Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1		274.13.6239.00.007.24.0.00	\$2,000.00
3	6	5	Supplemental resources and materials		\$9,800.00
3	6	7	Facilitator Mileage		\$2,000.00
3	6	8	Teacher/Facilitator extra duty pay/tutor pay		\$24,840.00
Sub-Total					\$38,640.00
Budgeted Fund Source Amount					\$36,640.00
+/- Difference					-\$2,000.00
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	3	Emergency Account		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,900.00
+/- Difference					\$900.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$27,242.00
2	1	6			\$24,744.00
2	1	9			\$24,744.00
Sub-Total					\$76,730.00
Budgeted Fund Source Amount					\$6,344.00
+/- Difference					-\$70,386.00
Grand Total					\$416,148.00

Addendums