

Donna Independent School District
Donna North High School
2022-2023 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

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

- Population continues to increase.
- 99% Hispanic and 1% other
- 98% 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.
- 5 white, 3 Asian, 1 two or more races

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

- With a total enrollment of 2200 students at its peak, and a total of 153 teachers, the student to teacher ratio is 25 students to 1 teacher.
- This ratio is misleading because teachers are counted as per state definitions; however, certain student populations require specifically trained teachers and class sizes are unbalanced and numerical ratio is thus misleading. Counts should be done with solely core teachers and calculated by subject.
- Performance was not measured previously and is skewed due to the COVID-19 pandemic, which greatly impacted absences and non-participation in state and national testing.

Demographics Strengths

The strength in the demographics is that despite the low socio-economic status of many of our students, they perform well in and out of the classroom. The T-STEM campus is thriving with high academic performances in UIL and Robotics. Our Fine Arts programs continue to excel in musical, dance, and theatrical areas winning countless competitions and competing. Our CTE programs as well have proven strong regardless of socioeconomic status. We offer our students 40 industry based certifications and 15 career pathways. Record numbers of students earning their certificates and state licenses in multiple areas. Donna North athletics has seen an increase in 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: 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: 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?

2022 English 1			2022 English 2			2022 Algebra 1			2022 Biology			2022 US History		
APP	ME	MA	APP	ME	MA	APP	ME	MA	APP	ME	MA	APP	ME	MA
29%	14%	0%	49%	33%	1%	41%	7%	2%	63%	31%	7%	88%	65%	34%

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.

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 ensures educators can monitor their students' progress and the effectiveness of their instruction.
- The curriculum is well established and modified to guide our teachers in teaching 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 desegregate data, plan for instruction, and prepare for the delivery of that instruction.
- DNHS provides well-informed instructional department heads to disseminate content and curricular information to their teachers.
- DNHS teachers provide various avenues for students to succeed in their classrooms, such as reteaching and reassessing tutorials and virtual contact if additional help is needed.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: 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 difficult to deduce due to the COVID-19 pandemic, as we continue to feel its impact. Of 153 DNHS teachers, we have had an average attendance rate of 88% through September 2021.
- How is new staff supported?
 - All staff is assigned a mentor, and each mentor must meet with the new teacher monthly. In addition, new staff is sent to 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 allowed to participate in all faculty 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 face to face or virtually and discussed areas for growth.
- How are collective and individual decisions regarding professional development determined?
 - The decisions are made together and agreed upon between the teacher and appraiser.
- How will the campus and/or district ensure that needs are analyzed until root causes are identified, and 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: 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: 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 on campus. Teachers, administrators, security guards, and police officers are out during passing periods and 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, always move to deescalate an explosive situation and always try to resolve any conflict positively.
- The expectations of the students, in general, consist of making sure they average a passing grade in their classes, especially if they are part of an extracurricular activity, which should not be the only reason they try. Still, it seems to be a reality for some of them. Students also know they should not risk being suspended due to fights on school, although some students still end up suspended because of it. The expectations from the part of the staff are always to keep aiming higher than before with the use of department meetings, new teacher academies, training's, T-TESS Observations, Student Learning Objectives tied to TIA, and data analysis every six weeks, etc. Regarding behavioral expectations, teachers let the students know about the consequences of not behaving correctly, such as referrals leading to AC or DAEP. As far as extracurricular expectations, students and staff are very dedicated to getting very good results.

Perceptions Strengths

- All are expected to be positive and proactive in resolving all conflicts.
- All teachers are valued, and improving their learning and teaching environment are at the forefront of the 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 serve students best.
- The campus culture is that we must do everything better than anyone else.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A large number of DNHS students have drug related problems and display aggressive tendencies when confronted by school officials. **Root Cause:** Gangs, drugs, and crime are prevalent in our students' communities, and that way of life is brought into our schools.

Problem Statement 2: 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

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: Focus On Student Success

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





*9th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 7% to 22%.

*9th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 14% to 20%.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 75% to 100% by September 30, 2022.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p>Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 40% to 60% ,the use of visual stimuli from 40% to 60% and utilization of processing tools from 40% to 60% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p>Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

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


- Evaluation Data Sources:** * Digital Communication rubric - included in the handbook
 (<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)
 * Family and Community Engagement Survey Checklist
 (https://docs.google.com/document/d/1HVVal4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
 * surveys


Strategy 1 Details	Reviews			
<p>Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use data to ensure alignment between family engagement and learning goals</p> <p>Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District</p>	Formative			Summative
	Sept	Dec	Mar	June

Administration

Title I: 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools -
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Focus on Family and Community Engagement

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


- Evaluation Data Sources:** * training invitation
 * training sign-in sheets
 * training agendas


Strategy 1 Details	Reviews			
<p>Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p>	Formative			Summative
	Sept	Dec	Mar	June

Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration

Title I: 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Focus On Operational Excellence

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Donna North High School will monitor their facilities and send a survey to the staff to see input on the facilities' needs.</p> <p>Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.</p> <p>Strategy's Expected Result/Impact: Compare survey and work orders.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.</p> <p>Strategy's Expected Result/Impact: Prioritization of campus needs.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.</p> <p>Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Donna North High School will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.</p> <p>Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Donna North High School will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.</p> <p>Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Focus On Operational Excellence

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

Evaluation Data Sources: Work orders





Strategy 1 Details	Reviews			
<p>Strategy 1: Donna North High School's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.</p> <p>Strategy's Expected Result/Impact: Clean and safe campus</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Donna North High School's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.</p> <p>Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment</p> <p>Staff Responsible for Monitoring: Campus administration and CNP staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Donna North High School will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.</p> <p>Strategy's Expected Result/Impact: Facilities needs addressed</p> <p>Staff Responsible for Monitoring: Campus administration and campus custodial staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Donna North High School will monitor all bus riders, referrals etc.. to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.</p> <p>Strategy's Expected Result/Impact: Safe transportation</p> <p>Staff Responsible for Monitoring: Campus Administration and transportation personnel</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p>Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p>Staff Responsible for Monitoring: Campus Administration; Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.</p> <p>Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p>Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.</p> <p>Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p>Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.</p> <p>Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Focus On Financial Stewardship





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

Evaluation Data Sources: C. N. A.

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

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Donna North High School will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p>Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Donna North High School will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.</p> <p>Strategy's Expected Result/Impact: Orders, Requisitions, etc.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				